

A background image showing three young men walking along a snow-covered path. They are dressed in winter clothing like jackets and hats. In the background, there are evergreen trees and a brick building with windows. The entire image has a light blue tint.

NORTH DAKOTA

UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

Resource Guide

2005 Legislative Session

NORTH DAKOTA UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

December 2004

Dear Reader:

Thank you for your interest in the North Dakota University System!

We hope you will find the NDUS Resource Guide a valuable tool for exploring the system and learning more about how it carries out the NDUS vision statement as *the vital link to a brighter future* for our citizens and our state.

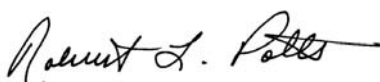
Since the first institution of higher education was established in 1883, our state's public colleges and universities have provided education, intellectual capital and economic stimulation for the state. Now, in the 21st century, the University System is a key player in shaping the destiny of North Dakota.

We pledge our continued commitment to meeting the expectations of the Roundtable on Higher Education and to serving North Dakotans to our fullest potential.

Best regards,



Bruce I. Christianson, President
State Board of Higher Education



Robert L. Potts, Chancellor
North Dakota University System

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The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

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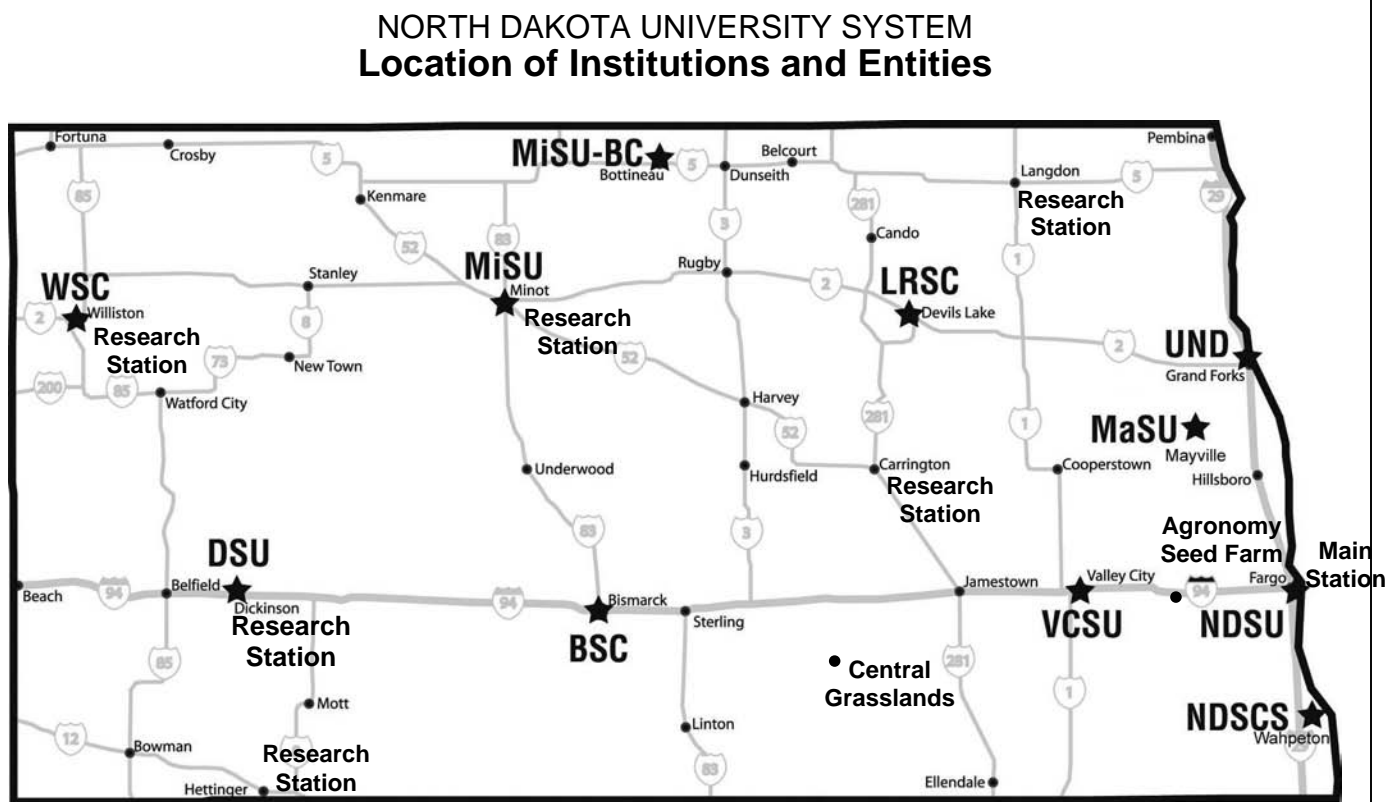
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Introduction

December 2004

Location of Institutions and Entities

The NDUS is composed of two doctoral universities, one master's degree-granting university, three universities that offer bachelor's degrees and five two-year colleges that offer associate and trade/technical degrees. Each institution is unique in its mission to serve the people of North Dakota.



Type of Institution:

Doctoral: UND, NDSU

Master's: MiSU

Bachelor's: DSU, MaSU, VCSU

Associate and
trade/technical: BSC, LRSC, MiSU-BC, NDSCS, WSC

Research Extension Centers:	Agronomy Seed Farm-Casselton, Carrington, Central Grasslands-Streeter, Dickinson, Hettinger, Langdon, North Central-Minot, and Williston
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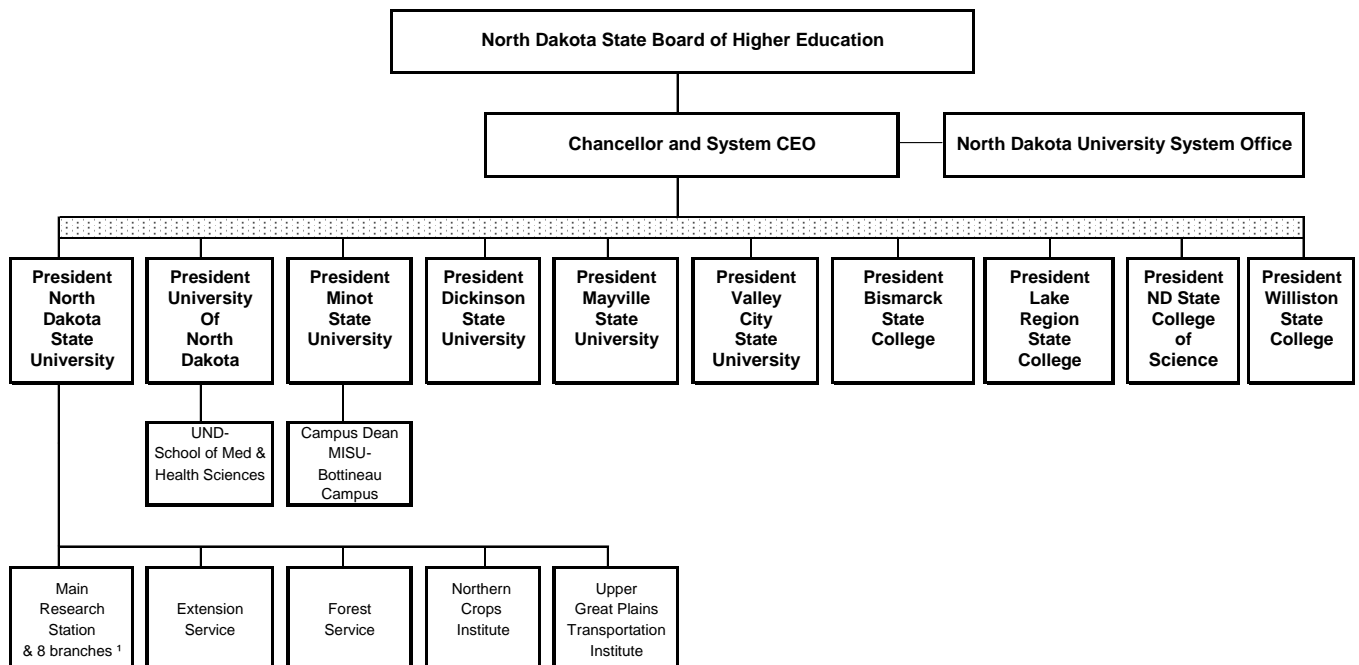
Leadership and Organizational Structure

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Organization of NDUS

The North Dakota State Board of Higher Education (SBHE) is the governing body for North Dakota's 11 publicly supported colleges and universities. In addition to the 11 campuses, the SBHE also oversees the Agricultural Research Stations, North Dakota Cooperative Extension Service, Northern Crops Institute, State Forest Service and the Upper Great Plains Transportation Institute.

ORGANIZATIONAL CHART OF THE NORTH DAKOTA UNIVERSITY SYSTEM



¹ Eight branch research stations: Agronomy Seed Farm-Casselton, Carrington, Central Grasslands, Dickinson, Hettinger, Langdon, North Central and Williston.

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Organization of NDUS (cont.)

- The State Board of Higher Education (SBHE) consists of seven citizen members, one student member and one faculty advisor. The governor appoints the voting citizen members to four-year terms. These appointments require the consent of the majority of the North Dakota Senate. The governor also appoints the voting student member to a one-year term on the board from a list of names submitted by the North Dakota Student Association. The Council of College Faculties annually selects a non-voting faculty advisor to serve on the board.
- The SBHE is the policy-setting and advocacy body for the North Dakota University System. Decisions on issues with system-wide implications are made by the board and chancellor in consultation with the chancellor's cabinet (composed of the chancellor, presidents, executive dean and vice-chancellors). The CEOs of the institutions retain authority in managing campus affairs.
- The chancellor's office supports the SBHE in developing public policy for the system's governance and in advocating on its behalf.

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Leadership and Organizational Structure

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State Board of Higher Education

Member	Term Expires	City
Bruce I. Christianson, President	2007	Minot
Pam Kostelecky, Vice President	2005	Dickinson
Sue Andrews	2006	Mapleton
Beverly Clayburgh	2007	Grand Forks
Kayla Effertz	2005	Grand Forks
Ralph Kingsbury	2005	Grafton
Dr. Richard Kunkel	2006	Devils Lake
John Q. Paulsen	2008	Fargo
Dr. Ann Burnett, Faculty Advisor (non-voting)	2005	Fargo

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State Board of Higher Education (cont.)

Bruce I. Christianson, Member 2001-07, President 2004-2005

Bruce I. Christianson, a Minot, N.D, businessman, was appointed to the State Board of Higher Education (SBHE) in November 2001. He completed the term of John Korsmo who resigned from the board in July 2001 and was appointed to a four-year term, which began in July 2003.

Christianson is chief executive officer and general manager of the Magic City Financial Group in Minot. He is a certified property manager and a licensed real estate broker. Christianson served on the Minot City Council from 1980 to 2000 and has been active in professional and civic groups. He has received several honors, including recognition as the Outstanding Young Man in North Dakota in 1980 and the North Dakota Community Leadership Award from the Greater North Dakota Association.

Christianson earned a bachelor's degree in economics from Minot State University (MiSU) in 1973. He is past president of the MiSU Development Foundation and past chairman of the MiSU Board of Regents.

Pam Kostecky, Member, 2002-05, Vice President 2004-2005

Pamela J. Kostecky was appointed to a four-year term on the State Board of Higher Education in 2002.

A native of Dickinson, N.D., Kostecky graduated from Dickinson High School and attended UCLA; the University of the Seven Seas, an international shipboard education program sponsored by Chapman College in Orange, Calif.; and Dickinson State College.

Kostecky is president and general manager of Sax Motor Co. in Dickinson, N.D., and Sax Motor Co. Southwest in Bowman, N.D. She is president of General Investment Corporation, a real estate and leasing company also located in Dickinson, N.D.

Kostecky currently is a member of the board of directors for the North Dakota Auto Dealers Association, Dickinson State University Foundation and Dickinson Industries. She is a member of the advisory council for Consolidated Telcom in Dickinson, N.D., and a member of the Greater North Dakota Association, Stark Development Corporation, Rotary International and the National Auto Dealers Association. She is a past member of the board of directors for the Dickinson Public School Foundation, Trinity School Foundation, Dickinson Public Library Foundation and Norwest Bank in Dickinson, N.D.

Kostecky's son Christian lives in Dickinson, N.D, and is involved in the family automobile business. Her daughter Randi lives in Savage, Minn., and is a paralegal.

Sue Andrews, Member, 2002-06

Susan Ferguson Andrews was appointed to a four-year term on the State Board of Higher Education in 2002.

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State Board of Higher Education (cont.)

Andrews was born and raised in Fargo, N.D., and graduated from Fargo South High School. She attended UND and earned a bachelor's degree in home economics from NDSU in 1974.

Andrews is the executive director of the YMCA of NDSU. She currently serves on the North Dakota Education Fact Finding Commission, the Fargo Public Schools Foundation and the Fargo-Moorhead Area Foundation.

Andrews was a member of the Fargo Board of Education from 1991 to 1998 and served as president of the board and chaired the negotiations and facilities committees. She has served as a member of the board of directors for the North Dakota Education Standards and Practices Board, Fargo-Moorhead Junior League, Village Family Service, Prairie Public Broadcasting, Fargo and West Fargo Teacher Center/Learning Bank, the Governor's Council on the Status of Women and the Fargo Youth Commission.

Andrews and her husband Mark live in Mapleton, N.D.

Beverly Clayburgh, Member 1996-2007

Beverly Clayburgh was appointed to a seven-year term on the State Board of Higher Education in 1996 and re-appointed to a four year term in 2003.

Beverly Clayburgh, Grand Forks, N.D., currently serves as 3rd district legislative representative for the North Dakota State Medical Association. She owned and managed Moorhead Plumbing & Heating Inc. for seven years and later managed F & C Supply, a wholesale plumbing firm, in Fargo, N.D. Clayburgh was appointed to a seven-year term on the board in 1996 and has been re-appointed to a four-year term, which will begin July 2003.

Kayla Effertz, Member 2004-05

Kayla M. Effertz was appointed by Gov. John Hoeven to a one-year term as the student member of the State Board of Higher Education, serving from July 2004 through June 2005.

A senior majoring in communication and marketing at the University of North Dakota, Effertz is a native of Velva, N.D. She is active in many student activities, including student government, University Senate, the North Dakota Student Association, Telesis and a diversity advisory committee.

Effertz served as the director of the UND Emerging Leaders Program and was named the 2004 UND student government person of the year and a 2004 UND Who's Who recipient. She is a state and national coordinator for the STOP the Violence program and is a member of the North Dakota DUI and Traffic Safety Committee and the North Dakota State Juvenile Justice Committee.

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State Board of Higher Education (cont.)

Ralph Kingsbury, Member 2001-05

Ralph D. Kingsbury was appointed to a four-year term on the State Board of Higher Education in 2001.

Kingsbury is a native of Grafton, N.D. He received a bachelor's degree in business administration in 1965 and a master's degree in economics in 1968, both from the University of North Dakota.

Kingsbury served in the U.S. Army in Korea from 1968 to 1970. He was an economics instructor at the University of Maryland Far East Division and the University of North Dakota prior to becoming director of institutional research at UND in 1971.

Kingsbury left UND in 1975 to farm near Grafton, N.D. In 2004, he retired from farming because of health problems. He now owns Kingsbury Applied Economics, a business consulting and research firm.

Kingsbury was director of the North Dakota Board of Public School Education and the North Dakota Board for Vocational School Education from 1981 to 1985. He has served as director of the Nash Public School District, North Valley Vocational Center, Walsh County Farm Bureau, Nash Grain and Trading Company, Grafton Area Chamber of Commerce, Red River Valley Potato Marketing Association and the Red River Valley Sugarbeet Growers Association.

Kingsbury also has served as chairman of the Republican Party in the 16th and 11th districts.

Dr. Richard Kunkel, Member 1999-2006

Dr. Richard Kunkel was appointed to serve on the State Board of Higher Education in 1999.

Kunkel received a bachelor's degree in business education and administration from Minot State University, a master's degree in school administration from the University of North Dakota and a doctorate of administration from the University of North Dakota.

Kunkel was superintendent of Devils Lake Public Schools from 1970 to 1990 after being a high school teacher and principal, a professor of education at the University of North Dakota and acting president of Lake Region Community College. He served as a state representative from 1990 to 1998 and was a member of the House Education and Appropriations Committees. He became an SBHE member in 1999 and was re-appointed to a second term, which began July 1, 2002.

John Q. Paulsen, Member 2004-08

John Q. Paulsen was appointed to a four-year term on the State Board of Higher Education in 2004.

A native of Fargo, N. D., Paulsen earned a bachelor's degree from North Dakota State University.

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State Board of Higher Education (cont.)

He retired in 1994 as executive vice president of MeritCare Medical Group. He is a past president of the American College of Medical Practice Executives. He was named a distinguished fellow by that organization in 1995 and was named group practice administrator of the year by the American Group Practice Association in the same year.

Paulsen has been a member and officer of state and national medical practice associations and has been very active in Fargo-area civic and cultural activities, including nine years as a member of the Fargo Board of Education. He is a past president and chair of the NDSU Development Foundation and was an NDSU Alumni Association board member. Paulsen was awarded an honorary doctor of laws degree by NDSU in 2003. He was named Fargo's outstanding young man in 1964.

His wife Margo died in 1996 and son John died in 2003. Paulsen's other son James lives in Kansas City, Mo., and his daughter Jean resides in Minneapolis.

Dr. Ann Burnett, Faculty Advisor, SBHE, 2003-05

Dr. Ann Burnett was named faculty advisor to the State Board of Higher Education by the Council of College Faculties (CCF) and began a one-year term in July 2003. She was reappointed to a second term by CCF in 2004.

A native of Colorado Springs, Colo., Burnett is an associate professor of communication at North Dakota State University and director of NDSU's Women's Studies Program. She is a member of CCF, the National Communication Association, the Central Communication Association, the North Dakota Speech and Theatre Association and the National Women's Studies Association. She has been a member of the NDSU University Senate, the senate's executive board and a faculty representative on the North Dakota University System's Academic Affairs Council. She also is a member of the National Communication Association's legislative council.

Burnett earned a bachelor's degree in economics from Colorado College, a master's degree in communication from the University of Northern Colorado and a doctorate in communication from the University of Utah. She also completed one year of law school at the University of Nebraska.

She is married to Dr. Mark Meister who also is an associate professor of communication at NDSU. They have one daughter, Carolina, and two dogs.

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Leadership and Organizational Structure

December 2004

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NDUS Office (cont.)

Robert L. Potts, Chancellor

Robert L. Potts became chancellor of the North Dakota University System on July 1, 2004. He is CEO of the NDUS, which includes 11 colleges and universities and serves about 42,000 students. Potts had served for 14 and one-half years as president of the University of North Alabama and for six years as general counsel of the University of Alabama System.

Potts is a commissioner for the Western Interstate Commission on Higher Education and a member of the North Dakota Commerce Cabinet. He was appointed by Gov. John Hoeven to serve on the Midwestern Higher Education Commission. Potts currently serves on the board of directors of the American Association of State Colleges and Universities and is immediate past chair of the Alabama Council of College and University Presidents. He previously served on the boards of trustees at Alabama State University and Oakwood College in Alabama. He has taught at Boston University, the University of Alabama and UNA.

Potts attended Newbold College in England and graduated cum laude from Southern Adventist University in Tennessee. He received a juris doctor degree from the University of Alabama School of Law. After clerking for the U.S. District Court chief judge for the Northern District of Alabama, Potts received a master of laws degree from Harvard University. Before entering higher education on a full-time basis in 1984, Potts practiced law in Florence, Ala., where educational issues were a significant part of his practice. He has lectured widely on legal and education topics and is the author of several published articles.

Eddie Dunn, Vice Chancellor for Strategic Planning and Executive Director of the College Technical Education Council

Eddie Dunn is vice chancellor for strategic planning for the North Dakota University System. He is also executive director of the College Technical Education Council (CTEC), a position he has held since January 1993. As vice chancellor, Dunn serves as the primary staff person in the strategic planning area. As executive director of CTEC, his primary responsibilities are to strengthen the capacity of the two-year colleges to respond to the workforce training needs of business and industry and to increase the capability of the two-year colleges in delivering relevant and up-to-date vocational technical educational programs.

Dunn is a native of LaMoure, North Dakota. He earned bachelor's and master's degrees from North Dakota State University where he later became an associate professor of agricultural economics and also was coordinator of the university's Faculty Development Institute. He later served as an economic development specialist with the Cooperative Extension Service and the Agricultural Experiment Station at North Dakota State University. In 1980 and 81, he served as program leader for economic development with the Federal Extension Service of the U.S. Department of Agriculture in Washington, D.C. Prior to joining the University System, Dunn was vice president for programs and economic development for the Greater North Dakota Association.

Dunn is active in Toastmasters International. He has held offices at all levels of the organization including serving on the board of directors and the executive committee. He was the

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NDUS Office (cont.)

organization's international president in 1983 and 1984. Toastmasters is a communication and leadership organization with more than 200,000 members in more than 60 countries.

Laura Glatt, Vice Chancellor for Administrative Affairs

Laura Glatt is the chief financial and administrative officer for the NDUS and is responsible for developing policy and coordinating services for financial planning and budgeting, system human resource services, capital planning, budgeting and reporting, retirement and disability programs, interstate reciprocity agreements, purchasing, state financial aid programs, information management and computer technology and auditing.

Prior to assuming her current position, she served as the University System's director of finance, was a management and fiscal analyst for the Office of Management and Budget, and was a controller for the State Treasurer's office. Glatt is a certified public accountant and holds a master's in management from the University of Mary in Bismarck.

Michel Hillman, Vice Chancellor for Academic and Student Affairs

Dr. Michel Hillman has been the vice chancellor for academic affairs since June 1996 and assumed responsibility for student affairs in December 2002. As such, he is the chief academic and student affairs officer and chairs both University System councils. He is an ex-officio member of the *ConnectND* executive steering committee.

Before joining the University System, Hillman was director of academic affairs for the South Dakota Board of Regents. He received a bachelor's degree in psychology from Slippery Rock State College in Pennsylvania, a master's degree in experimental psychology from Indiana University of Pennsylvania and a Ph.D. in experimental psychology from the University of South Dakota in Vermillion, S.D.

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Leadership and Organizational Structure

December 2004

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Campus Directory (cont.)

Bismarck State College – Donna Thigpen

Dr. Donna S. Thigpen was appointed the fifth president of Bismarck State College by the State Board of Higher Education and began her duties at the college on July 1, 1995.

During President Thigpen's tenure at BSC, the college has developed fifteen new programs, as well as several baccalaureate programs available on campus through collaboration with other institutions. Since 1995, the college's total credit enrollment has increased 55 percent, from 2,300 to more than 3,500 students. BSC is a national leader in online education and in training for the energy industry. Currently, about 1,200 students are taking online courses, with about a third enrolled in online energy technology programs.

She has been the driving force behind enhancement of student services, which has resulted in increased retention. Under her leadership, the college has received more than \$6 million in grants, and the BSC Foundation's assets have grown from under \$5 million to \$15 million.

Thigpen received her doctorate from North Carolina State University. Prior to her appointment to Bismarck State College, Thigpen served at Trident Technical College in Charleston, SC, and at James Sprunt Community College in Kenansville, NC.

Thigpen served two three-year terms on the ND Workforce Development Council. She served as a member of the steering committee of the GNDA Task Force that developed a plan for workforce training in North Dakota. Thigpen serves on the Executive Committee and is chair-elect of the Bismarck-Mandan Development Association. She is a member of the Bismarck Rotary Club and is active with United Way and the Women's Leadership Circle in Bismarck.

Dickinson State University – Lee Vickers

Dr. Lee A. Vickers was named the ninth president of Dickinson State University by the North Dakota State Board of Higher Education in April of 1999 and began his duties at the University June 1, 1999.

Prior to his appointment to Dickinson State University, Vickers served as president of Francis Marion University, Florence, S.C. from 1994-1999. He has also served as president at Lewis-Clark State College in Lewiston, Idaho from 1978-1994. Other administrative posts include executive vice president, vice president for academic affairs, and dean of academic affairs and administration at Lewis-Clark State College.

A native of Laramie, WY, Vickers received his bachelor of arts degree and master's degree from Adams State College, CO. He earned his doctorate from the University of Wyoming, Laramie.

Vickers has served in leadership roles in a number of professional organizations, including the American Association of State College and Universities. He served three years as chair of the Committee on Alternatives and Innovations in Higher Education and in 1998-99, he served as chair of the Committee on Access and Inclusion. In 1982, he led an AASCU delegation of university presidents on an education mission to Taiwan. In 1991, he served as Chair of the

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Campus Directory (cont.)

National Association for Intercollegiate Athletics (NAIA) President's Council. Presently, Vickers serves on the Consolidated Business Advisory Council, Destiny Dickinson Strategic Planning Committee, Southwest North Dakota Manufacturer's Round Table, Roughrider Roundup Committee, the St. Joseph's Hospital & Health Center Board of Directors, the REAP Board of Directors, NAIA President's Council, the Consortium for North American Higher Education Collaboration, the AASCU Presidential Steering Committee for the Global Access Project sponsored by the U.S. Department of State, the AASCU Committee on International Education, and Rotary. He is the Dickinson Recreation Building Authority Chairman, Chair of the Higher Education Task Force on Centers of Excellence for Economic Development, Chair of the DAC-10 Athletic Conference, and Chair of the ConnectND Steering Committee. He also serves as the Board Liaison for the Cultural Diversity Council.

Lake Region State College – Sharon Etemad

Dr. Sharon Etemad served Lake Region State College (formerly UND-Lake Region) as Executive Dean from 1987 until July 1, 1999, when she became the President. She also served as the Interim Vice Chancellor of Academic Affairs for the North Dakota University System for one year. She received her bachelors from Jamestown College, masters from Minnesota State University - Moorhead, doctorate from the University of North Dakota.

Etemad has extensive support for the humanities serving on the North Dakota State Humanities Council for six years. Currently she is a member of the American Association of Community Colleges, a member of the American Association Community Colleges Rural Policy Roundtable, a Charter Member of the Board of Directors and past president of the American Association of Community Colleges National Council, State Coordinating Committee, Two-Year Faculty Development Grant, Bush Foundation, and the North Dakota State University System Diversity Council.

Mayville State University – Pamela Balch

Dr. Pamela Balch was named the 14th president of Mayville State University by the North Dakota State Board of Higher Education in March 2003.

Balch received her bachelor's degree from West Virginia Wesleyan College and her master's and doctoral degrees from West Virginia University. She has done postgraduate work in two Harvard University programs.

Balch has served as Vice President for Academic Affairs and Dean of the Faculty at Bethany College, WV; Vice Provost for Academic Planning at California State University, Chico; Associate Dean for Academic Affairs at San Diego State University, Imperial Valley Campus; Director of Teacher Education (San Diego State University); and Director of Graduate Programs at West Virginia Wesleyan College.

While in California, she was selected as the only administrator in the 23-campus system to become an Executive Fellow for a two-year administrative internship in the Chancellor's Office.

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Campus Directory (cont.)

Experiences included system-wide strategic and technological planning, experience in the Washington DC Federal Relations Office and in the Sacramento Governmental Affairs Office, and a year as an American Council on Education Fellow.

She has written and directed a 1.6 million dollar Title III grant directed toward assisting non-traditional students. She has also had success as a fund raiser for Bethany College.

Balch is the author of many refereed journal articles and has presented numerous papers at national conferences.

Minot State University – David Fuller

Dr. David Fuller became the eighth president of Minot State University in July 2004, coming to the university from Wayne State College, Wayne, Nebraska, where he had been vice president for academic affairs since 2000. He earned his bachelor's degree in English at Hastings College, Hastings, Nebraska. He studied at the University of Nebraska at Kearney where he matriculated with a master's of science in English and earned his doctorate in English from the University of Iowa in Iowa City, Iowa.

Fuller is a member of the Minot Chamber of Commerce Board of Directors, the Minot Area Development Corporation Board of Directors, and the Minot Rotary Club. He has served as a member of the Corp of Chairs of Consultant Evaluator Teams for The Higher Learning Commission since 2001, is a member of the Accreditation Review Council (ARC) for The Higher Learning Commission and presently is a consultant-evaluator for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Fuller is also an active member of the American Association of State Colleges and Universities.

Minot State University – Bottineau Campus – Ken Grosz

A native of Kulm, ND, Dr. Ken Grosz was named campus dean of Minot State University-Bottineau Campus in April 2001. Prior to this appointment, he was the Associate Dean for Student Affairs and has been at MiSU-Bottineau Campus since 1975.

Grosz graduated from the University of South Dakota with a Doctorate in higher education administration. He also earned a Master of Science degree in guidance and counseling from North Dakota State University and a Bachelor of Arts in psychology and history from Jamestown College. He began his career as a school counselor in Walhalla, ND, in 1971.

Throughout his professional career, he has been active in community affairs and professional organizations: Chamber of Commerce, St. Andrews Health Center Board of Directors, MSU-Bottineau Foundation, Home Rule Charter Commission, Economic Development Corporation, NDUS Student Affairs Council, ND Association of Registrars and Admissions Officers, ND College Personnel Association, and Center of North American Coalition.

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Campus Directory (cont.)

North Dakota State College of Science – Sharon Hart

Sharon Y. Hart, Ph.D., the eighth president of North Dakota State College of Science in Wahpeton, joined NDSCS in July 2000 after being selected by the North Dakota State Board of Higher Education that April. She brings to NDSCS more than 20 years of education experience that includes teaching, consulting and administrative expertise.

Before coming to NDSCS, she was president of Middlesex Community College, Middletown, Conn., for three years, vice president for academic affairs and student services at North Central Technical College, Wausau, Wis., for two, and administrative dean at Madison Area Technical College, Madison, Wis., for five years. Her other higher education experiences were at the University of Illinois, City College of Chicago, and the Indiana Vocational and Technical College in Terra Haute.

She received a Ph.D. degree in vocational and technical education from the University of Illinois, her M.S. degree in family and consumer economics from Indiana State University, and her B.S. degree in vocational home economics, agriculture, and natural resources from Michigan State University. She serves as a commissioner with both the American Council on Education and the American Association of Community Colleges. She is a member of the American Technical Education Association, American Association of Women in Community Colleges, Phi U Honor Society, Omicron Tau Theta, and Epsilon Pi Tau.

Hart resides in Wahpeton with her husband Dan Bintz and their three children, Gavin, Danielle and Micah.

North Dakota State University – Joseph Chapman

Dr. Joseph A. Chapman took over his duties as North Dakota State University's 13th president in June 1999. Noted for his ability to coordinate collaborative efforts and his commitment to enhance and integrate research programs, Chapman has challenged the university to advance to the level of doctoral and research university-extensive in the Carnegie Classification System. This requires the graduation of 50 or more doctorates in at least 15 academic disciplines per year. Another priority for Chapman is the new NDSU Research and Technology Park, which integrates educational applications into research and practical applications with business and industry.

Before coming to NDSU, Chapman served as senior vice president and provost at Montana State University, Bozeman, where he also served as a professor of biology. Among his responsibilities were a wide array of statewide initiatives, including a system of academic and outreach programs at Montana's two-year and four-year campuses. Prior to joining Montana State in 1996, he was dean of the College of Natural Resources at Utah State University. From 1969 to 1983, he worked at the University of Maryland, College Park, advancing to head the Appalachian Environmental Laboratory. He also was a wildlife biologist for the U.S. Fish and Wildlife Service from 1965 to 1967. President Chapman is a fellow of the Institute of Biology, London.

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Campus Directory (cont.)

Chapman earned his bachelor's degree, master's degree and doctorate from Oregon State University, Corvallis. He lists 11 books and editorships, eight monographs, 31 book chapters and symposia proceedings, 67 journal publications and more than 100 reports and popular articles.

University of North Dakota – Charles Kupchella

Dr. Charles E. Kupchella is the 10th president of the largest institution of higher education in the Dakotas, Montana, Wyoming and western Minnesota. He came to the University on July 1, 1999, from Southeast Missouri State University, where he was Provost and Professor of Biology.

At UND, Kupchella has been a proponent of strategic planning, the results of which are already evident on a number of fronts, including, among others, enrollment management, expansion of the graduate school, and growth in external research funding.

Kupchella began his career in 1968 as a biology faculty member at Bellarmine College in Louisville, Ky. From 1973 to 1979 he was an associate professor of oncology at the University of Louisville and served as associate director of its Cancer Research Center. From 1979 to 1985 he was chair of the Department of Biology at Murray State University. He was dean of the Ogden College of Science, Technology and Health at Western Kentucky until 1993, when he joined Southeast Missouri State University.

A native of Natny Glo, Penn., Kupchella received his B.S. ED. in biology from Indiana University of Pennsylvania (1964) and his Ph.D. in physiology and microbiology from St. Bonaventure University (1968). He did post-doctoral research at the University of Illinois in 1969.

Kupchella is a widely published researcher and author whose output includes more than 50 scientific articles, 100 scientific presentations, and three books. He is past president of the American Association for Cancer Education.

Valley City State University – Ellen Earle Chaffee

Dr. Ellen-Earle Chaffee has been president of Valley City State University since 1993. From then until 2002, she was also president of Mayville State University, a unique arrangement that won the administrative leadership award from the American Association of University Administrators. The universities were among the first in the nation to integrate information technologies into the teaching and learning processes, in part by providing notebook computers to all students and faculty. The universities have been featured in three national studies of instructional innovation and three national feature stories (*New York Times*, *EDUCAUSE Quarterly*, and *Computerworld*), won three national awards, and received a number of highly competitive federal and foundation grants. In 2001, *Computerworld* named Chaffee one of its Premier 100 IT Leaders and the Information Technology Council of North Dakota presented her with its first Pioneer in Education Award. In 2002, she received the Educator Award from the Greater North Dakota Association, the Hi-Liner Award from the Valley City Chamber of Commerce, and the Legacy Award from Preservation North Dakota. VCSU has been recognized in the America's Best Colleges 2005 edition of U.S. News & World Report as one of the Top 5 Public Comprehensive Colleges in the

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Campus Directory (cont.)

Midwest. This marks the seventh year in a row that VCSU has been recognized by U.S. News, and is the latest recognition the university has received for academic excellence.

Chaffee has been national president of two major higher education associations (the Association for Institutional Research and the Association for the Study of Higher Education) and served nine years on the national accrediting board for pharmacy education. Her previous positions were in research, state system academic affairs, student affairs, and equal opportunity. She has written five books and many articles on strategic management, quality, innovation, and leadership. She is frequently an invited speaker at local, regional, and national events. Her community service focuses on rural economic development. She earned a Ph.D. in higher education administration and policy analysis at Stanford University.

Williston State College – Joe McCann

Dr. Joseph E. McCann assumed his duties as president of Williston State College on July 1, 2000. Dr. McCann obtained his Bachelor of Science in Education degree from the University of South Dakota at Springfield in 1967, his Master's Degree from Purdue University, West Lafayette, IN in 1972, and his Doctorate degree from the University of Nebraska at Lincoln in 1989.

McCann has 15 years of administrative experience, having worked at Western Nebraska Community College in Sidney, NE; Highland Community College in Highland, KS, and Tomball College in Houston, TX. He was a teacher for 20 years, 13 of those years at community colleges in Minnesota and Nebraska and seven years as a high school teacher in South Dakota and Iowa.

He has experience in a large urban multi-college district that has grown dramatically as well as in rural community colleges. His experience includes partnerships, high-tech programs start-up, liberal education, business & industry training and college advancement.

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Highlights

December 2004

2003 and 2004 SBHE Major Accomplishments

In 2003 and 2004, the State Board of Higher Education (SBHE):

- Hired a new NDUS chancellor and two new campus presidents: Dr. Robert L. Potts became chancellor July 1, 2004; Dr. Pamela M. Balch became president of Mayville State University July 1, 2003; and Dr. David G. Fuller became president of Minot State University July 1, 2004.
- Completed implementation of phase two of the workforce training legislation regarding expansion to additional rural communities and smaller businesses in the state
- Continued system-wide implementation of *ConnectND*, a comprehensive financial, human and student resource management software system, with three primary modules (student records, finance and human resources) “live” on seven campuses and the NDUS Office by September 2004 and the remaining implementations scheduled for January 2005
- Implemented a faculty expertise database to enhance the University System’s ability to partner with the private sector and to identify possible public and private grant opportunities
- Partnered with the governor’s office and several state agencies in the development of a statewide student internship program
- Contributed to the development of campus and community initiatives to prevent alcohol and drug abuse through the NDUS Alcohol and Drug Abuse Prevention Consortium
- Focused the SBHE objectives and work plan on recommendations outlined in the *Roundtable Report* and priorities identified at the Oct. 21, 2003, and June 15, 2004, Roundtable on Higher Education meetings
- Requested and approved campus alignment plans which describe what the campuses are doing, and intend to do, to implement recommendations included in the six cornerstones of the *Roundtable Report*
- Sought input on strengthening relationships and increasing collaboration with business and community leaders around the state in conjunction with SBHE meetings
- Published annual performance and financial accountability measures reports as required by the Legislative Assembly in conjunction with the roundtable-recommended “flexibility with accountability” legislation

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SBHE Major Accomplishments (cont.)

- Continued responding to rapidly changing educational needs by taking action on 71 requests to eliminate existing programs and offer new programs between July 1, 2003, and June 30, 2004
- Clarified the roles and responsibilities of the board, the chancellor and the campus presidents in line with the new model of flexibility with accountability and empowerment proposed by the roundtable; revised five key board policies as a result of this process
- Developed an NDUS legislative agenda for the 2005 Legislative Session based on *Roundtable Report* recommendations and priorities identified at the June 15, 2004, roundtable meeting
- Implemented a board member laptop computer initiative, thus simplifying receipt and use of large volumes of meeting materials and reducing mailing costs; based on responses to a 2003 national survey of higher education offices, the SBHE may be the first higher education governing body to launch a comprehensive electronic initiative of this nature.
- Co-hosted meetings with Gov. Hoeven on each of the 11 NDUS campuses to help identify needs and opportunities for potential centers of excellence aimed at enhancing the economy of the regions and the state
- Continued to support the Red River Valley Research Corridor led by U.S. Sen. Dorgan and designed to draw federal research dollars to North Dakota and help create jobs and economic growth throughout the state
- Took action affirming the importance of campus collaboration and directed the NDUS to develop a service region concept as recommended by the Clarifying Campus Missions Task Force; approved a series of recommendations related to improving communication among campuses about courses and programs offered through distance education and emphasizing the importance of fair and accurate advertising
- Adopted a policy to require students to take the ACT writing essay as part of the college application process; this policy was adopted to encourage more emphasis on writing skills at the high-school level and to assist NDUS campuses with placement of students in appropriate courses
- Continued to receive recognition as a result of the Roundtable on Higher Education. In October 2004, *Business Week* magazine included an article titled, "Should Public Universities Behave Like Private Colleges?" This article included a discussion of the changing relationships between public higher education and state funding and cited North Dakota as an example of entrepreneurial behavior. In November 2004, Dennis Jones, president of the National Center for Higher Education Management Systems (NCHEMS), credited the roundtable for its role in creating a brighter future for the citizens and state of North Dakota. In comments at a meeting of the Western Interstate Commission on Higher Education (WICHE), Jones referred to two states, North Dakota and Kentucky, as "getting it right" in regard to linking their higher education agendas with those of the public and private sectors.

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Highlights

December 2004

2004 NDUS Campus Highlights

Fundamental changes are taking place on the 11 campuses that make up the North Dakota University System. These changes demonstrate the system's commitment to attaining the goals of the Roundtable Report and to meeting the expectations of SB 2003. Highlights of 2004 accomplishments follow.

Bismarck State College

- BSC received two grants from the National Science Foundation in the spring of 2004 to support curriculum development in its energy technology programs. A grant of \$750,000 will help further develop online courses for the Nuclear Power Technology program, and another grant of \$70,500 will assist with development of a product to deliver laboratory experiences to online students.
- In March 2004, BSC received a national merit award for a 100 percent pass rate among graduates who took the national certification examination in surgical technology. This is the second consecutive year BSC students have met this standard of the Liaison Council on Certification for the Surgical Technologist.
- During 2004, BSC coordinated training for 2,358 people from 246 businesses in the Southwest Workforce Training Region. Of the businesses served, 98 percent reported that they were "satisfied" or "very satisfied" with the training and responsiveness of BSC. Forty businesses served in 2003 requested and received additional training.
- Through collaborative and cooperative programs with five other NDUS institutions, BSC helps provide accessible education for North Dakota citizens. In 2004, more than 400 students were enrolled in higher education classes on the BSC campus through these collaborative programs.
- BSC received a \$1.5 million grant from the U.S. Department of Commerce's Economic Development Administration for the college's Career & Technology Institute. Received in October 2004, the grant brings the college closer to its capital campaign goal of \$10 million for the institute.

Dickinson State University

- DSU officials announced the ninth consecutive year of record-breaking enrollment following the release of official Fall 2004 enrollment numbers. The university now has reached an enrollment of 2,480 students. An increase in the popularity of extended campus programs in Bismarck and Dickinson was credited with helping to set the new record.

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NDUS Campuses Highlights (cont.)

- DSU will partner with the University of Portland to provide a nationally acclaimed entrepreneurship program to students. The program stresses entrepreneurship across the curriculum and provides opportunities for students to learn business principles regardless of their majors. The program will build upon DSU's already strong foundation of promoting entrepreneurship in the region.
- DSU now is offering a bachelor of science in education with a major in elementary education in Bismarck via a cooperative agreement with Bismarck State College. The new program is added to the bachelor of university studies, bachelor of applied science in technology and accounting degree options already offered on the BSC campus.
- The DSU Foundation established several new benchmarks this past year, receiving in excess of \$2.1 million and recording a total income of \$2.8 million over the 2003-04 fiscal year. The university received \$2,113,447 in gifts last year, the first time the total has surpassed the \$2 million mark. That amount was achieved through the receipt of 5,108 gifts from 3,012 donors. The number of gifts also was the highest in foundation history.
- DSU and Nizhniy Novgorod State Agricultural Academy signed a faculty/student exchange and research agreement that enabled the university to position a homepage on the Russian national Web site to help attract Russian students. Nine DSU students traveled to Russia last summer, and three Russian students enrolled in classes at DSU this past fall as a result of the agreement.

Lake Region State College

- A third consecutive summer police-training academy was conducted in Fargo, thanks to a partnership between LRSC and the Fargo Police Department. Since the partnership was formed in 2002, 66 police officers have graduated from the academy, and about one-third of those graduates are working as police officers in the Fargo area.
- LRSC and other colleges in the Dakota Nursing Program (BSC, MiSU-Bottineau and WSC) - collaborated on development of a curriculum and the joint offering of a one-year practical nurse program (PN) beginning in Fall 2004 and an associate degree nursing program (two-year registered nurse) that will begin in Fall 2005. The North Dakota Board of Nursing approved the curricula for the programs earlier this year.
- This spring, LRSC celebrated its first student who completed a degree online. Abrunderlon Beary started at LRSC when her husband was stationed at Grand Forks Air Force Base, but his transfer to another base didn't stop her from completing a degree. This spring, Beary, her husband and mother flew to Devils Lake from Charleston, S.C., so she could walk across the stage and receive her diploma.
- LRSC and the Community College Foundation held a grand opening celebration for the Leever's Welcome Center April 21 to 24. The center is the first stop for most campus visitors and is the final chapter in the auditorium renovation initiative. The entire welcome center project was funded with private donations.

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NDUS Campuses Highlights (cont.)

Mayville State University

- In the summer of 2004, MaSU became the first Tablet PC campus in the nation. This is one of the ways the university is enhancing learning experiences for students by providing opportunities to use cutting-edge technology. In addition, the campus now is wireless, which provides advantages for MaSU students, faculty and staff by making the latest technology more accessible and convenient. Access to the Internet and the campus network are available without having to plug into hard-wired, electrical connections.
- Addition of a wellness center, which is the second phase of the Lewy Lee Fieldhouse renovation and expansion project, was completed in November 2004. The project was funded through the joint efforts of Mayville and Portland, N.D., residents and MaSU students. On April 29, 2003, Mayville and Portland voters approved a 1 percent city sales tax by an overwhelming margin, and the MaSU Student Senate approved a \$100 per year student fee to be used toward the fieldhouse project and other facilities improvements. Renovation work on the Lewy Lee Fieldhouse was completed in 2003.
- Men's and women's soccer debuted as a new intercollegiate sport at MaSU in Fall 2004. This activity has brought a number of students from all over the world to the MaSU campus. Addition of the soccer program contributed to the university's second-highest enrollment of 904 in Fall 2004. MaSU has had a 21 percent increase in enrollment in the past two years.
- MaSU coordinates the activities of the Heart of the Valley Interactive Video Network Consortium, a collaboration made up of MaSU, 19 high schools and one vocational center. The consortium covers an eight-county area and more than 12,000 square miles. By using state-of-the-art telecommunications technology and a common schedule, students can enroll in classes offered by other schools. MaSU provides opportunities for high school students to take dual-credit classes in English and mathematics.
- MaSU will receive nearly \$1 million during the next five years through a National Institutes of Health (NIH) grant. MaSU is one of six NDUS institutions and one tribal college partnering in a \$16.3 million IDeA Network for Biomedical Research Excellence (INBRE) program aimed at making the state more competitive in attracting federal funds for biomedical research. MaSU's focus will be on biomedical applications of fluorescence spectroscopy. Laboratory space has been renovated and updated, and full-time staff will work with students to provide research opportunities.

Minot State University

- David G. Fuller, Ph.D., became MiSU's eighth president July 1, 2004. The selection was based on Fuller's demonstrated abilities in leadership, strategic planning, and managing and supporting systemic change.
- MiSU's College of Business continued its pivotal role promoting economic development efforts in northwest North Dakota. In 2003 – 04, it partnered with the state Department of Commerce to convene the International Business Conference and with U.S. Sen. Byron Dorgan to offer

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NDUS Campuses Highlights (cont.)

the Summit on Value-added Agricultural Food Processing. In addition, the college hosted a federal procurement conference. All of these events were created to provide hands-on, practical experience and to help participants link with information sources and potential clients.

- Restoration of MiSU's historic performance hall was completed when the 1932 Kimball pipe organ was re-installed in October. Private funding of \$340,000 was raised to restore and enhance the instrument. MiSU will begin offering organ classes in Spring 2005. There is a shortage of trained organists throughout the country.
- MiSU continues to develop new academic programs based on the needs of its constituents. Programs added in 2003 – 04 include a bachelor of fine arts in art, a bachelor of science in virtual business, a master of science in information systems and minors in fraud examination and gender-women's studies.
- The Rural Crime and Justice Center at MiSU continues to develop programs that assist and train rural law enforcement agencies nationwide. This fall, \$1.75 million in federal funding was awarded to expand the Rural Methamphetamine Education Project and to launch the Mentor Communities Project. The focus of these programs is to inform the public how methamphetamine use and production affects their communities and to help law enforcement create effective counter-measures.

MiSU-Bottineau Campus

- MiSU-Bottineau hosted a Turtle Mountain Birding Festival May 21 to 23. Bottineau is located in one of the best prairie and wetland birding regions in the Great Plains. Birders from Kansas, Minnesota, Oregon, Washington and North Dakota registered for the festival. This inaugural event fits with one of the college's objectives, which is to use the region's natural assets to stimulate economic development.
- MiSU-Bottineau added four majors to its online program inventory in Fall 2004. During the past two years, the campus worked to supplement face-to-face program delivery with distance delivery of the following programs: administrative assistant, accounting technology, reception services and urban forestry. Students now may earn degrees in these majors entirely online.
- In response to the need for high-level information technology skills, MiSU-Bottineau developed four new options in its Network Engineering Department, including network security, database technology, operating systems technology and computer systems technology.
- On June 1 and 2, MiSU-Bottineau held its first tech summit. Twenty-six students representing 11 high schools in Bottineau, Rolette, Ward, Barnes, Wells, Morton, Towner, Pierce and McHenry counties attended the two-day program. The college secured a grant that covered the cost of the event and provided each student a \$50 stipend.

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NDUS Campuses Highlights (cont.)

- On September 25, the MiSU-Bottineau Foundation hosted its 21st annual *EVERGREEN* dinner/auction. A record 305 participants attended the event, and a record \$27,500 was raised. The dinner/auction has raised \$450,000 for academic scholarships in its 21-year history.

North Dakota State College of Science

- NDSCS has been awarded a U.S. Department of Education grant worth an expected \$1.825 million over the next five years. The college will use the Strengthening Institutions Program grant to make five academic options available to students in remote areas through distance education delivery methods. Several pilot classes have been completed in architectural drafting and estimating, which is the first of the five academic options.
- NDSCS received \$200,000 in continued federal funding to train telepharmacy technicians and another new \$200,000 grant for the development of a nanoscience technician curriculum. The telepharmacy program, operated by the NDSU College of Pharmacy, helps meet pharmacy needs in North Dakota's smaller communities. The nanoscience concept ties NDSCS to another Red River Valley Research Corridor initiative.
- During FY 2004, the NDSCS College Outreach Division facilitated workforce training opportunities for 812 businesses in the state's southeastern region. This includes 3,741 individual enrollments, a 24.5 percent increase over the previous fiscal year. In addition, the Related Studies Program coordinated 1,658 course experiences for adult learners in North Dakota and 15 other states.
- The NDSCS Practical Nursing Department received a continued eight-year accreditation from the National League for Nursing Accrediting Commission. NLNAC evaluators found NDSCS's program in compliance with all seven of the organization's accreditation standards.
- The Higher Learning Commission accepted an NDSCS report on general education. Among their comments, reviewers pointed out an NDSCS philosophy that recognizes the importance of credit and non-credit experiences, minimum general education core requirements and a revised general education assessment plan that includes learning outcomes and methods of measuring them.

North Dakota State University

- As NDSU continues a dramatic period of growth, 2004 marked the first time the university exceeded \$100 million in research expenditures and saw its enrollment surpass 12,000 students.
- The innovative NDSU Downtown was dedicated September 17. The \$10 million, five-story facility houses the university's Visual Arts Department, major components of the Architecture and Landscape Architecture Department and the Tri-College University office. Formerly the Northern School Supply building, the structure includes studios, classrooms, a wood shop, digital media room, gallery and sculpture area.

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NDUS Campuses Highlights (cont.)

- The NDSU Research and Technology Park's Research 2 building was dedicated October 23. The \$17 million facility includes sophisticated cleanroom research space and state-of-the-art research equipment and houses the Center for Nanoscale Science and Engineering (CNSE). The center engages in pioneering, interdisciplinary research and technology development on materials at the atomic-molecular level.
- The National Institutes of Health awarded a five-year, \$8.9 million grant to establish a Center for Biomedical Research Excellence (COBRE) for visual neuroscience at NDSU. Researchers will examine aspects of the neural mechanisms and functional significance of visual perception, cognition and action. Part of Minard Hall will be remodeled to accommodate two EEG laboratories to conduct electrical brain-imaging experiments.
- NDSU researchers work to protect the nation's food supply through a biosecurity, disease surveillance and food safety collaboration with DSU and research extension centers at Dickinson and Hettinger and as a partner institution in a \$15 million, three-year grant received by the University of Minnesota to become a U.S. Department of Homeland Security Center of Excellence.

University of North Dakota

- Overall enrollment at UND grew for the sixth straight year, reaching a record 13,187 in Fall 2004.
- Enrollment in the graduate school grew to 2,045, maintaining its rank as the second largest in the region of North Dakota, South Dakota, Minnesota and Montana. The number of students pursuing Ph.D. and Ed.D. degrees rose by 136 students to 516.
- The dollar value of new external grants rose for the seventh straight year to \$82.7 from \$71 million the previous year.
- Additional progress was made in improving faculty salaries. The gap between UND's average pay and the national average has been cut in half since 1998.
- The Higher Learning Commission of the North Central Association of Colleges and Schools renewed UND's accreditation for another 10 years.

Valley City State University

- VCSU professor and U.S. Army reservist Joan Aus created an opportunity for soldiers in North Dakota's 141st Engineer Combat Battalion to continue their education while serving in Kuwait and Iraq. The student-soldiers who enroll in Aus's classes earn college credit toward degrees they are pursuing at VCSU and other NDUS campuses.
- VCSU launched a nationally recognized online technology education program backed by \$150,000 in funding from the Valley City/Barnes County Development Corporation. Other VCSU online education initiatives launched during 2004 include professional communications, teaching English language learners and library media.

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NDUS Campuses Highlights (cont.)

- VCSU was awarded a five-year, \$1.9 million grant by the National Institutes of Health as part of the IDeA Network for Biomedical Research Excellence (INBRE) program that helps build research infrastructure and increase capacity to conduct biomedical and behavioral research. VCSU plans to use the funding for continued development of its health sciences research program.
- Final Fall 2004 enrollment figures show headcount enrollment increased 4 percent when compared to the previous year, and full-time equivalent (FTE) enrollment increased 9 percent. The increases are being attributed to flexible learning opportunities, personalized service to students and very high satisfaction levels.
- Eagle Creek Software Services, a national software services provider, agreed to establish a technology center in Valley City that is expected to house about 100 employees by the end of 2006. VCSU played a central role in this decision, reflecting its position of serving as an economic engine for the region.

Williston State College

- WSC was one of 20 community colleges selected for the L-SITEs (Learning through Simulated Information Technology Enterprises) project. L-SITEs improves the technical and business skills of information technology and other students at community and technical colleges. It also helps hone “soft skills,” such as communication and teamwork.
- WSC celebrated the grand opening of its new Health Science and Sports Complex January 14. More than 3,000 people attended the day’s activities.
- WSC was selected to be a Cisco Blended Distant Learning Academy pilot. Beginning Fall 2004, WSC was one of 25 pilot academies in the world to offer Cisco Certified Network Associate (CCNA) training through a blended distance-learning model.

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Highlights

December 2004

2005 Legislative Priorities

Summary of the 2005 NDUS Legislative Agenda An Agenda for North Dakota's "Brighter Future"

The Roundtable on Higher Education

recognizes that an investment in the North Dakota University System is an investment in a brighter future for North Dakota.

Fulfilling a Dual Mission

The Roundtable on Higher Education charged the NDUS with:

- Continuing to provide high-quality education
- More directly and strategically applying the tremendous power and potential of the University System to enhance the economy of North Dakota

Focusing on the Fundamentals

Six key facts are fundamental to achieving the University System's dual mission:

- The North Dakota University System is essential to enhancing the economy of North Dakota.
- Flexibility with accountability has unleashed the tremendous capacity of the University System; strategic investments will be needed to further realize the system's full potential.
- Public/private partnerships and collaborations are shaping North Dakota's future; continued strengthening of these relationships will benefit all of North Dakota.
- Student learning and research are integral to economic development.
- Funding the Long-Term Finance Plan is critical to the University System's core functions of student learning, research and public service.
- Funding high-quality, accessible higher education is a shared responsibility; funding sources include the state, the students and campus-generated income.

Dual Mission: *Success of the University System's two-pronged legislative agenda will be essential to fulfilling the dual mission envisioned by the Roundtable on Higher Education.*

Continued Emphasis on the University System's Core Functions

The NDUS 2005-07 budget request includes funding to sustain and further enhance the quality of education, sustain broad and affordable access to post-secondary education for North Dakota citizens and continue to expand NDUS research consistent with the state's needs.

This is accomplished through four major funding components as outlined in the Long-Term Finance Plan:

- **Parity Funding** (the cost to continue) to sustain the quality of academic and support service programs currently available to students and the current level of research and outreach
- **Equity Funding** (determined by a comparison of each NDUS institution to its national peer group) to enhance programs and services to students and the state; to increase national competitiveness in attracting students, faculty and research investments
- **SBHE Initiative Funds** for investments in statewide and systemwide priorities that utilize the collective assets of the NDUS in meeting the needs of the state
- **Major Capital Asset Investments** to provide students and business with up-to-date facilities for education and training

Increased Investments in Economic Enhancement

Three major initiatives will further contribute to the state's economic growth:

- **Economic Development Centers of Excellence** focusing on the creation and support of industry clusters, resulting in new, high-quality employment and economic growth in North Dakota
- **Expansion of Workforce Training** needed to respond to the increased demand for business and industry training, which is essential to sustaining and growing North Dakota's business sector (This funding is provided through the Department of Career and Technical Education.)
- **Attraction of Students and Retention of Graduates** by enhancing student internship opportunities, retaining North Dakotans by providing financial aid assistance to the most financially needy students and launching an aggressive recruitment plan for attracting non-resident students

To better serve students and the state, progress on the Long-Term Finance Plan is the #1 Priority of the NDUS in the 2005 Legislative Session.

Without progress on the plan, an increasing and disproportionate share of the cost of education will continue to be shifted to students, and the NDUS and state will lose momentum in achieving the goals of the Roundtable on Higher Education.

November 2004

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Roundtable Rec. & Board Objectives

December 2004

Summary of Roundtable Report

A summary of the key components *A North Dakota University System for the 21st Century*, more commonly known as the *Roundtable Report*, follows:

Steps must be taken to ensure:

- North Dakota's future is not an extension of the trends of the past,
- All of North Dakota must benefit from a stronger economy, and
- The economic vitality of North Dakota is closely linked to the North Dakota University System.

Those were the three fundamental conclusions arrived at by a group of 61 state leaders who spent seven months studying global forces and projections, examining North Dakota's economic and demographic trends, and developing recommendations for creating a North Dakota University System for the 21st century.

I. Legislative Initiative

The 1999 North Dakota Legislative Assembly passed a resolution directing a study of the North Dakota University System to specifically address:

1. The expectations of the NDUS in meeting the State's needs in the 21st century
2. Funding methodology needed to meet those expectations
3. Accountability system and reporting methodology

II. Roundtable Formed

A roundtable was formed consisting of 61 state leaders – 21 legislators and an additional 40 leaders from the private sector, government, and education – to assist the Interim Committee on Higher Education in conducting the study. (See attachment for a list of members).

III. The Challenge

Expectations. The roundtable members were challenged by chairman, Senator David Nething, to look to the future, think outside the box, be bold but also realistic, be non-parochial, and bring forth a clear set of expectations to serve as the cornerstones upon which the North Dakota University System for the future should be built.

Accountability. The roundtable was also asked to identify and agree upon a reasonable number of accountability measures for the University System to replace the extensive, and often conflicting, accountability measures currently being applied. The accountability measures identified were to be consistent with the expectations for creating a University System for the 21st century; i.e., high quality, responsive, entrepreneurial, flexible, and accessible. The desired result, as stated by the roundtable, is a University System characterized by: "*flexibility with accountability.*"

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Summary of Roundtable Report (cont.)

IV. Goal of the Roundtable

The goal developed and agreed upon by the roundtable is:

“To enhance the economic vitality of North Dakota and the quality of life of its citizens through a high quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable University System.”

V. Cornerstones

The roundtable identified six key cornerstones on which to build a university system for the future. Those cornerstones are:

1. **Economic Development Connection-**

Increase the direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.

2. **Education Excellence-**

Provide high quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global and multi-cultural society.

3. **Flexible and Responsive System-**

Create a University System environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial, and rewarding.

4. **Accessible System-**

Create a University System which is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities, and citizens with access to educational programs, workforce training opportunities, and technology access and transfer – and does so with the same performance characteristics as described in the “Flexible and Responsive System” goal.

5. **Funding and Rewards-**

Develop a system of funding, resource allocation, and rewards which assures quality and is linked to the expressed high priority needs and expectations of the University System – assures achievement of the expectations envisioned.

6. **Sustaining the Vision-**

Develop a structure and process which assures the University System for the 21st century, as described by these goals, remains connected, understood, relevant, and accountable to the present and future research, education, and public service needs of the state and its citizens – sustaining the vision.

VI. Summary of Recommendations

The roundtable, through the task forces for the six cornerstones, developed a total of 92 specific recommendations to implement the intentions and expectations called for in the six cornerstones. The 92 recommendations were condensed into 27 summary recommendations.

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Summary of Roundtable Report (cont.)

The main thrusts of the collective set of recommendations of the roundtable, by assigned responsibility, are:

State Board of Higher Education

1. Take the leadership in ensuring key steps required for implementation of the roundtable are taken, specifically to develop and recommend (to the legislative and executive branches):
 - A long-term plan for the financing of the NDUS.
 - A resource allocation mechanism.
 - Accountability mechanisms, both performance and fiscal.
2. Change policies and procedures to empower campus presidents; grant to the campuses the same conditions being sought for the NDUS – flexibility with accountability.
3. Develop a University System which has intellectual capacity and programs aligned with the needs of the State.
4. Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota.
 - Learning centers.
 - Distance delivery.
 - Collaborative delivery.
 - Duplicated programs where appropriate.
5. Cooperate with other participants in collectively moving the agenda forward.

Executive Branch

1. Assume the leadership in ensuring the necessary technology infrastructure is extended throughout North Dakota.
2. Work with the SBHE and the legislature in devising funding and accountability mechanisms and then:
 - Revise and simplify the budget process in conformance with these agreements.
 - Modify accountability mechanisms – both performance and fiscal – to make them consistent with those of the other key actors.
3. Be a full participant in efforts to communicate to the public and other audiences the message emerging from the roundtable and to move the agenda forward.

Legislature

1. Work with the executive branch to ensure the necessary technology infrastructure is extended throughout North Dakota
2. Work with the SBHE and the executive branch to create agreed-upon funding and accountability mechanisms and then:
 - Modify budget and appropriation processes so they are consistent with the directions and expectations of the roundtable.
 - Utilize the agreed-upon accountability process.
 - Bring the audit function into conformance with the intent of the roundtable.
3. Take steps to ensure actions of the legislature and its staff reflect a relationship with NDUS which grants flexibility with accountability.

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Summary of Roundtable Report (cont.)

4. Participate with other entities in communicating the agenda which has emerged from the roundtable and in continuing the process in future years.

The NDUS

1. The NDUS take steps to ensure the collective capacity of its campuses – intellectual assets and programs – are aligned with the needs of the State and its citizens. In this regard, find ways to utilize the strengths of tribal colleges, private institutions, and other providers to expand the educational asset base available to the citizens of North Dakota.
2. Expand the definition of institutional clients to include non-traditional students, employers, and other groups in addition to the traditional student body which has been the hallmark of the NDUS.
3. Create a delivery system which can make these intellectual assets accessible to citizens throughout the state.
 - Learning centers
 - Technology
4. Provide the staff leadership necessary to create new financing, resource allocation, and accountability mechanisms.
5. Create a culture, policies, and practices which support and reward entrepreneurial behavior and responsiveness to clients on the part of campus leaders and staff.
6. Develop the information systems and processes to ensure accountability can be (and is) demonstrated in accordance with the agreed-upon measures.

Campuses

1. Create unique, high quality institutional strengths – capacities which serve to make the NDUS, as a system, a stronger enterprise and one which is aligned with the needs of the state and its citizens.
2. Collaborate with others in utilizing these strengths in ways which serve the identified needs of clients throughout the state. Minimize the barriers to accessing these assets.
3. Develop internal values, policies, and behaviors which encourage and reward entrepreneurship and responsiveness to the needs of clients.
4. Strengthen ties to clients, engaging them in meaningful relationships and developing mutually rewarding partnerships. Become engaged campuses.
5. Develop academic programs which help students understand the application of their knowledge at places of employment and in the larger society.
6. Put in place those mechanisms to ensure their end of the “flexibility for accountability” agreement is upheld.

Private Sector

1. Work with institutions to ensure educational providers understand expectations regarding skills and knowledge of college graduates.
2. Collaborate with institutions in ensuring students gain an appreciation for application of their learning – internships, mentorships, etc.
3. Participate in statewide efforts to expand and diversify the economy of the state.

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Summary of Roundtable Report (cont.)

The roundtable also identified a total of 84 potential accountability measures for which the University System would be accountable. Those 84 were condensed into 34 accountability measures for the six cornerstones and are presented in the *Roundtable Report*.

Results of the roundtable study, including the cornerstones, specific recommendations and accountability measures, are published in a report titled, *A North Dakota University System for the 21st Century*, May 25, 2000. Contact the North Dakota Legislative Council, the University System Office or an NDUS campus for a copy of the report, which also is available on the Web at: www.ndus.nodak.edu

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Summary of Roundtable Report (cont.)

Current Members of the Roundtable on Higher Education

Yr. Added	Name	Title	Organization	Address
1999 charter	Aarsvold, Ole	State Representative		RR 2 Box 12, Blanchard ND 58009-9513
1999 charter	Aasand, Hardin	Professor of English	Dickinson State University	291 Campus Dr, Dickinson ND 58601-4896
2002	Andrews, Sue	Member SBHE		3358 165th Ave SE, Mapleton ND 58059-9746
2003	Botsford, John	Relationship Manager	Alerus Financial	PO Box 6001, Grand Forks ND 58206-6001
2003	Brusegaard, Thomas	State Representative		PO Box 217, Gilby ND 58235-0217
2003	Burnett, Ann	Faculty Advisor/SBHE	North Dakota State University	PO Box 5075, Fargo ND 58105-5075
2002	Butts, Linda	Dir/Econ Dev & Finance	Department of Commerce	Inside Mail,
1999 charter	Chapman, Joseph	President	North Dakota State University	PO Box 5167, Fargo ND 58105-5167
2001	Christianson, Bruce I	President/SBHE		1421 15th St SW, Minot ND 58701-5796
1999 charter	Clayburgh, Beverly	Member/SBHE		1626 Belmont Rd, Grand Forks ND 58201-7310
2003	DesLauriers, Blaine	President	First International Bank & Trust	PO Box 1967, Minot ND 58702-1967
2004	Effertz, Kayla	Member/SBHE		4297 5th Ave N Apt 105A, Grand Forks ND 58203-1901
1999 charter	Feist, Jennifer	Executive Director	Valley City Barnes County Development Corp	PO Box 724, Valley City ND 58072-0724
1999 charter	Flakoll, Tim	State Senator		1350 2nd St N, Fargo ND 58102-2725
1999 charter	Furness, Bruce	Mayor	City of Fargo	200 3rd St N, Fargo ND 58102-4809
1999 charter	Goetz, Bill	Chief of Staff	Governor's Office	Inside Mail,
2003	Grande, Bette	State Representative		3510 42nd Ave SW, Fargo ND 58104-6669
1999 charter	Grindberg, Tony	State Senator		2832 39 1/2 Ave SW, Fargo ND 58104-7014
2003	Hacker, Nicholas	State Senator		2027 2nd Ave N, Grand Forks ND 58203-3311
1999 charter	Hagen, Gary	VP for Academic Affairs	Mayville State University	330 3rd St NE, Mayville ND 58257-1299
2003	Hawken, Kathy	State Representative		503 Southwood Dr, Fargo ND 58103-6033
1999 charter	Hedger, Don	CEO	Killdeer Mountain Manufacturing	PO Box 450, Killdeer ND 58640-0450
1999 charter	Hill, Dennis	Executive VP/General Manager	ND Assoc of Rural Electric Coop	PO Box 727, Mandan ND 58554-0727
1999 charter	Holmberg, Ray	State Senator		621 High Plains Ct, Grand Forks ND 58201-7717

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Summary of Roundtable Report (cont.)

Yr. Added	Name	Title	Organization	Address
1999 charter	Jensen, Jensen	Chairman	Trinity Medical Center Board	PO Box 2189, Minot ND 58702-2189
2004	Johnson, Chad	President	ND Student Association	703 University Ave W Apt 3, Minot ND 58703-2248
1999 charter	Johnson, Dennis	Chairman	TMI Systems Design	50 S 3rd Ave W, Dickinson ND 58601-3545
1999 charter	Johnson, Nancy	State Representative		1308-A Empire Rd, Dickinson ND 58601-3615
1999 charter	Kemnitz, David	President	AFL-CIO	1323 E Front Ave, Bismarck ND 58504-6061
2001	Kingsbury, Ralph	Member/SBHE		14361 72nd St NE, Grafton ND 58237-9042
1999 charter	Knutson, Dale	College Outreach Director	ND State College of Science	800 6th St N, Wahpeton ND 58076-0002
2002	Kostelecky, Pam	Vice Pres/SBHE		312 W Villard Ave, Dickinson ND 58601-5025
1999 charter	Kringstad, Ed	State Senator		1807 N 7th St, Bismarck ND 58501-1807
1999 charter	Kunkel, Richard	Member/SBHE		1312 6th St, Devils Lake ND 58301-2812
1999 charter	Kupchella, Charles	President	University of North Dakota	PO Box 8193, Grand Forks ND 58202-8193
2001	Kutzer, Wayne	Director	Dept of Career & Technical Education	Inside Mail,
1999 charter	Lindaas, Elroy	State Senator		RR 2 Box 91, Mayville ND 58257-9673
2001	Lokken, Gloria	President	ND Education Association	PO Box 5005, Bismarck ND 58501-4049
1999 charter	Monette, Gerald	President	Turtle Mountain Comm College	PO Box 340, Belcourt ND 58316-0340
2002	Morton, Don	Senior Staff	Microsoft Great Plains Business Solutions	1 Lone Tree Rd, Fargo ND 58104-3911
1999 charter	Nething, David	State Senator		PO Box 1059, Jamestown ND 58402-1059
2003	Nicholas, Eugene	State Representative		214 14th St, Cando ND 58324-6609
2003	Nottestad, Darrell	State Representative		2110 Westward Dr, Grand Forks ND 58201-4167
2004	Paulsen, John Q	Member/SBHE		PO Box 3247, Fargo ND 58108-3247
1999 charter	Pitts, Ryn			1302 9th St S, Fargo ND 58103-4106
2004	Potts, Robert	Chancellor Officio/non-voting	North Dakota University System	Inside Mail,
1999 charter	Quamme, Ken	Director for Vocational Education	Williston State College	PO Box 1326, Williston ND 58802-1326
1999 charter	Reiersen, Roger	President	Flint Communications Inc	PO Box 2012, Fargo ND 58107-2012
2002	Robinson, Warren	Exec VP/Treas & CEO	Montana Dakota Utilities Group Inc	PO Box 5650, Bismarck ND 58506-5650

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Summary of Roundtable Report (cont.)

Yr. Added	Name	Title	Organization	Address
2003	Roers, Jim	President	Roers Construction and Development Inc	4445 2nd Ave SW, Fargo ND 58103-0906
1999 charter	Sanstead, Wayne	Superintendent	Public Instruction Department	Inside Mail,
2003	Shorma, Tom	CEO/President	WCCO Belting Inc	PO Box 1205, Wahpeton ND 58074-1205
1999 charter	Thigpen, Donna	President	Bismarck State College	PO Box 5587, Bismarck ND 58506-5587
2004	Vickers, Lee	President	Dickinson State University	291 Campus Dr, Dickinson ND 58601-4896
1999 charter	Welder, Sr. Thomas	President	University of Mary	7500 University Dr, Bismarck ND 58504-9652
2001	Wolfe, Curt	Chief Information Officer Officio/non-voting	Information Technology Dept - State of ND	Inside Mail,
2003	Zaiser, Steve	State Representative		802 7th St S, Fargo ND 58103-2706
2003	Zimmerman, Delore	President	CEO Praxis	100 N 3rd ST, Grand Forks ND 58203-3716

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Summary of Roundtable Report (cont.)

Past Members of the Roundtable on Higher Education

Name	Title	Organization	Dates Served
Andreasen, Bethany	Member/SBHE		1999/Charter to June 30, 2000
Askvig, Josh	Member/SBHE		2002 to 2003
Bernhardt, Jason	Member/SBHE		2000-2001
Bernstein, Ryan	Member/SBHE		1999/Charter to June 30, 2000
Carlson, Al	Representative	State of North Dakota	1999/Charter to 2001
Caspers, Craig	Member/SBHE		1999/Charter to 8/3/2002
Christenson, Linda	Senator	State of North Dakota	2001 to 2003
Clemens, Maggie	Student		Charter to 2001
Dalrymple, Jack	Representative (currently Lt. Gov.)	State of North Dakota	Charter to 2001
Disrud, Rachel	Representative	State of North Dakota	2001 to 2002
Dosch, Vern	General Manager	North Central Data Coop	1999/Charter to 2003
Frost, Chris	NDSA President		2002 to 2003
Geurts, Red	Plant Manager	Cargill (ProGold LLC)	1999/Charter to 2003
Glassheim, Eliot	Representative	State of North Dakota	1999/Charter to 2003
Grijalva, James	Faculty Rep/SBHE		2001 to 2003
Grosz, Michael	Representative	State of North Dakota	2001 to 2003
Gulleson, Pam	Representative	State of North Dakota	2001 to 2003
Henke, Bruce	Publisher	Jamestown Sun	1999/charter to 2003
Hillman, Michel	Interim Chancellor Officio/non-voting	ND University System	2003 to 2004
Hoeven, John	President (currently Governor)	Bank of North Dakota (State of North Dakota)	1999/Charter to December 2001
Isaacson, William	Member/SBHE		Charter to June 30, 2002
Isaak, Larry	Chancellor Officio/non-voting	ND University System	1999/charter to 2003
Jensen, Roxanne	Representative	State of North Dakota	2001 to 2002
Johnson, Marlowe	Vice President	Otter Tail Power Co.	Charter to 2002
Kibler, Robert	Faculty Rep/SBHE		2000-2001
Klein, James	NDSA President		2003 to 2004
Koppang, Myron	Representative	State of North Dakota	Charter to 2002
Korsmo, John	Member/SBHE		Charter to July 10, 2001
Laird, Max	President	NDEA	Charter to 2002
Larson, Craig	President/CEO	First Southwest Bank	2001 to 2003
Lee, Heather	Member/SBHE		2001-2002
Leitner, Philip	NDSA President		2001-2002
Lloyd, Edward	Representative	State of North Dakota	Charter to 2001
Maragos, Andrew	Representative	State of North Dakota	Charter to 2001
Mathern, Joe	NDSA President		May to July 2004
Metcalf, Ralph	Representative	State of North Dakota	2001 to 2003
Olson, Mel	State Director	Vocational & Technical Education	Charter to 2001
Peltier, Joe	Member/SBHE		Charter to June 30, 2000
Peterson, Lee	Commissioner	Dept of Commerce	2001 to 2002

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Summary of Roundtable Report (cont.)

Name	Title	Organization	Dates Served
Pietsch, Bill	Representative	State of North Dakota	2001 to 2002
Pietsch, Vonnie	Representative	State of North Dakota	2002 to 2003
Satrom, Jeanette	Member/SBHE		Charter to June 30, 2001
Shaar, H. Erik	President	Minot State University	1999/Charter to 2004
Solberg, Ken	Senator	State of North Dakota	1999/Charter to 2001
St. Aubyn, Rod	Senator	State of North Dakota	Charter to 2001
Stefonowicz, Bob	Representative	State of North Dakota	Charter to 2001
Stroup, Chuck	Member/SBHE		1999/Charter to 2004
Sveen, Gerald	Representative	State of North Dakota	Charter to 2001
Tomac, Steven	Senator	State of North Dakota	Charter to 2001
Uecker-Rust, Jodi	Group Vice President	Great Plains Software	Charter to 2002
Wardner, Rich	Senator	State of North Dakota	1999/Charter to 2003
Wentz, Janet	Representative	State of North Dakota	1999/Charter to 2003
Winrich, Lonny	Representative	State of North Dakota	2001 to 2003

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Roundtable Rec. & Board Objectives

December 2004 **State Board of Higher Education Objectives**

FOR 2004-05

Approved by the State Board of Higher Education – September 16, 2004

NOTE: The proposed objectives are organized according to the five long-range goals adopted by the Board and included in the NDUS Strategic Plan.

Long-Range Goal 1:

Take the leadership in ensuring key steps required for implementation of the Roundtable are taken, specifically to develop and recommend (to the legislative and executive branches): (a) a long-term plan for the financing of the NDUS; (b) a resource allocation mechanism; and (c) accountability mechanisms, both performance and fiscal.

Objective 1-1: Develop and carry out a legislative agenda (including and with emphasis on long-term finance plan, maintaining the Roundtable concept of flexibility with accountability, and economic development centers of excellence). *(Potts, Glatt and Dunn)*

Long-Range Goal 2:

Change policies and procedures to empower campus presidents; grant to the campuses the same conditions being sought for the NDUS.

Objective 2-1: Streamline system procedures/operations (i.e., recommend where NDUS office and board procedures and operations can be streamlined to improve service to campuses, continue and increase board efficiency and reduce system time-demands on board, presidents and staff members). *(Potts)*

Long-Range Goal 3:

Develop a University System which has intellectual capacity and programs aligned with the needs of the State.

Objective 3-1: Implement state-wide needs assessment initiative, including serving the needs of career and technical programs across the state and addressing the issue of “soft skills” emphasized by the Roundtable. *(Dunn)*

Objective 3-2: Complete the development and implementation of state-wide internship program in cooperation with the Governor’s office and other state agencies (in compliance with language included in HB-1003). *(Dunn)*

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State Board of Higher Ed. Objectives (cont.)

Long-Range Goal 4:

Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota: (a) learning centers; (b) distance delivery; (c) collaborative delivery; and (d) duplicated programs where appropriate.

Objective 4-1: Complete campus mission clarification and refine program approval process. (*Hillman*)

Objective 4-2: Develop and implement incentives for collaboration among campuses. (*Hillman and Glatt*)

Long-Range Goal 5:

Cooperate with other participants in collectively moving the agenda of the Roundtable forward – Sustain the vision.

Objective 5-1: Sustain the momentum of the Roundtable with special focus on private sector involvement and continued ownership. (*Potts and Dunn*)

Objective 5-2: Ensure successful and timely implementation of ConnectND at all campuses. (*Potts, Glatt and Hillman*)

Objective 5-3: Update and implement NDUS communications plan. (*Anderson*)

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Education Excellence – Students

December 2004

Admission Requirements

In 1990, the State Board of Higher Education (SBHE) adopted admission requirements for its four-year institutions. The policy became effective for students entering North Dakota University System baccalaureate institutions in the summer of 1993. The SBHE recognized that success in college was strongly dependent upon academic preparation in high school in certain areas of study. Because of its commitment to students, the SBHE instituted a policy that all high school students graduating in 1993 and thereafter need to have completed the following high school courses (or core curriculum) and have taken the ACT including the writing component in order to be admitted to a four-year institution:

- 4 units of English including written and oral communication skills
- 3 units of mathematics, algebra I and above
- 3 units of laboratory science, including at least 2 in biology, chemistry, physics, or physical science
- 3 units of social studies, excluding consumer education, cooperative marketing, orientation to social sciences, and marriage/family

In addition to the above core curriculum, the board also strongly encourages students to complete Algebra II and two units of a single classical or modern language. The Board reviewed this policy in 1999 and decided to keep the admission requirements enacted previously.

Students who have completed the core curriculum show a 67 percent college success rate compared to 56 percent for those who did not complete the core curriculum. As high school GPAs and ACT scores increase, the greater the likelihood of an above-average university GPA.

Students who have not had the required courses are encouraged to enroll in any of the state's two-year colleges. Upon successful completion of 24 transferable semester credits at these campuses, students are eligible for transfer to four-year universities.

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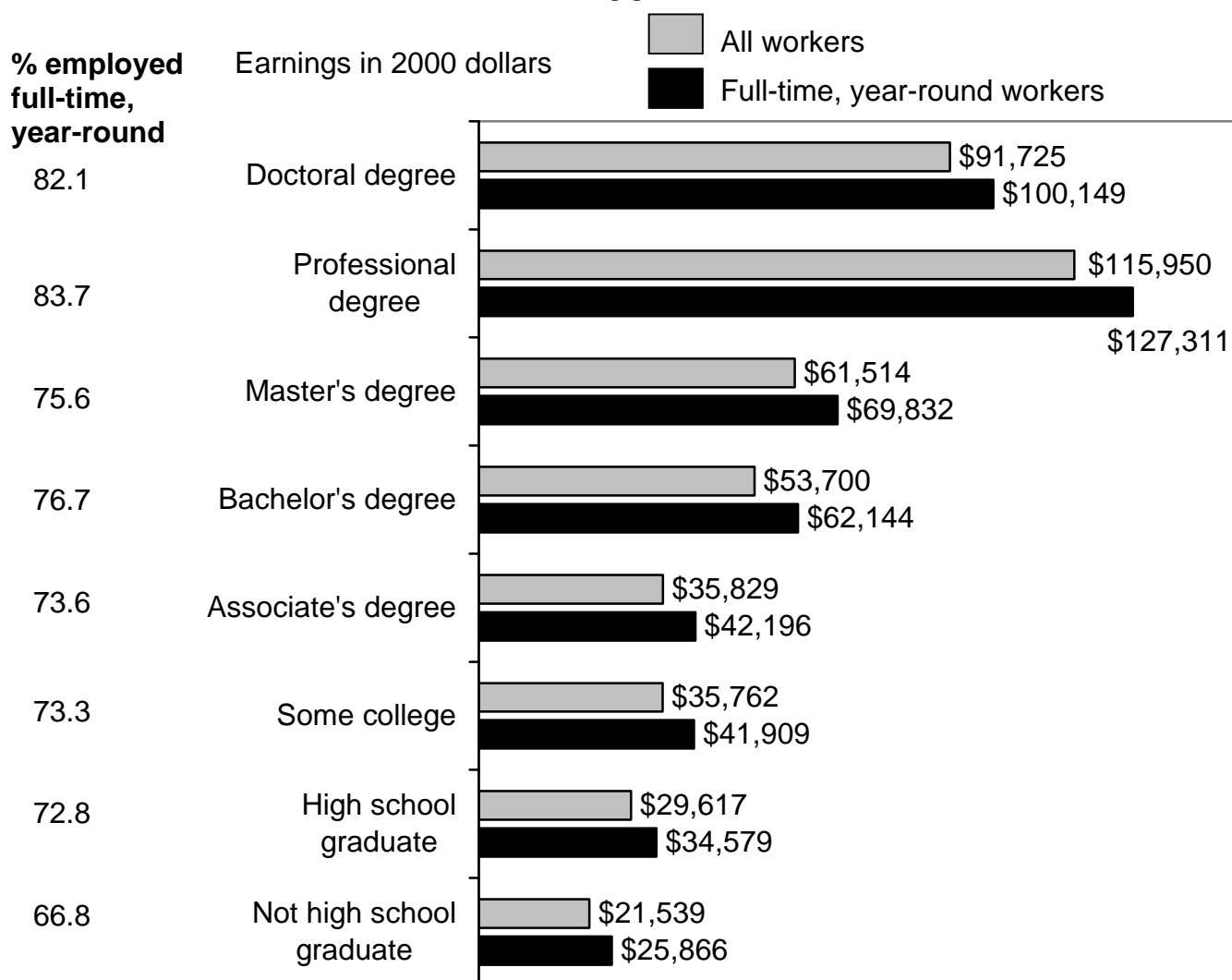
Education Excellence – Students

December 2004

Education and Earnings

Students who continue their education past high school earn higher salaries than those who go to work right after graduating.

Work Experience and Average Annual Earnings of Workers Age 25-64 by Educational Attainment: 2002



Source: U.S. Census Bureau, release date June 29, 2004.

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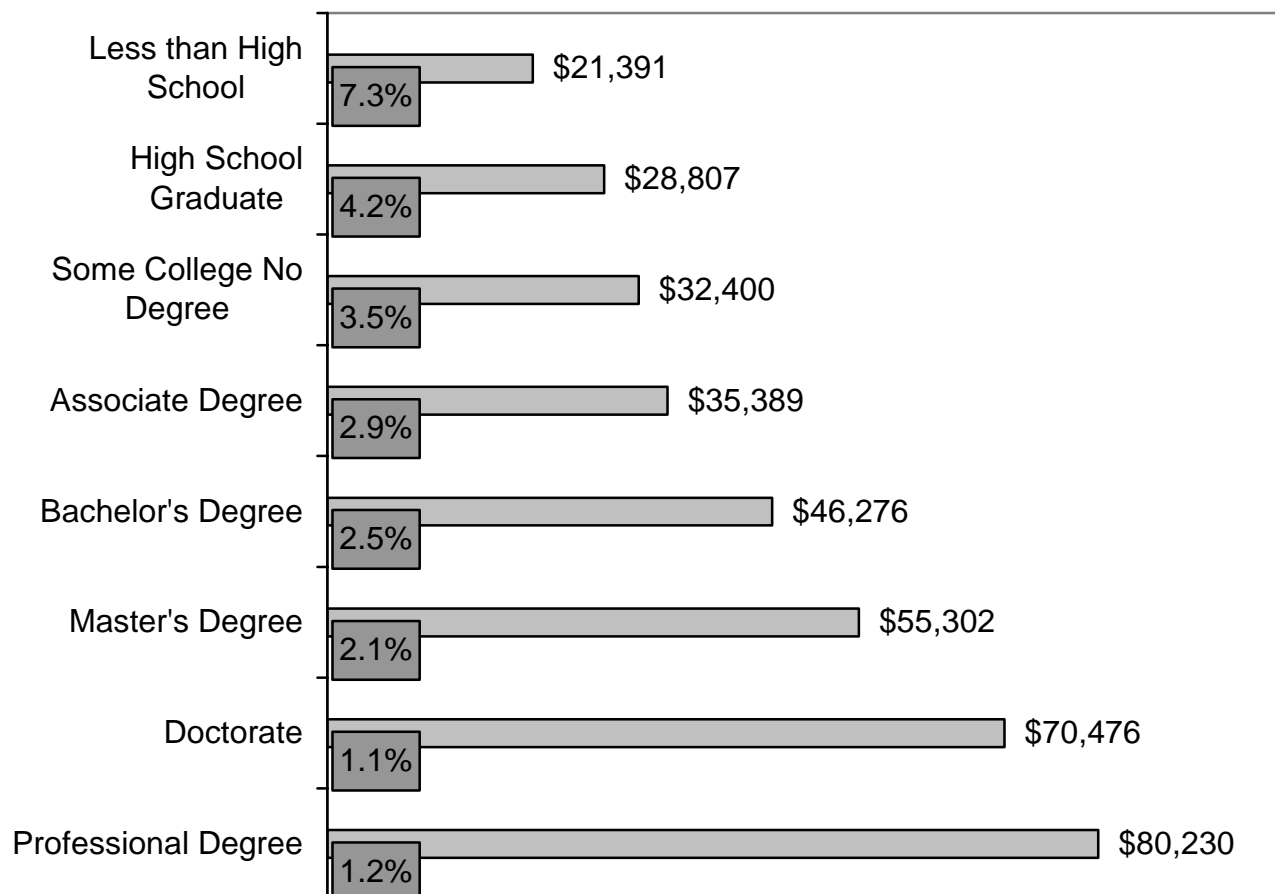
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Education and Earnings (cont.)

The likelihood of obtaining and keeping a job greatly improves with the level of education achieved.

2001 Unemployment Rate by Education Age 25 and Over



Source: Postsecondary Education Opportunity.

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Education Excellence – Students

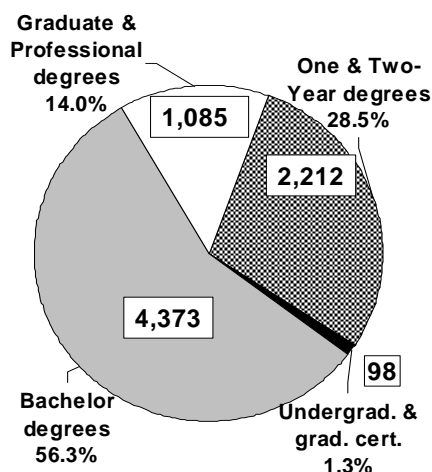
December 2004

Program Completers

Listed below are charts from the 2003-04 NDUS Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education publication.

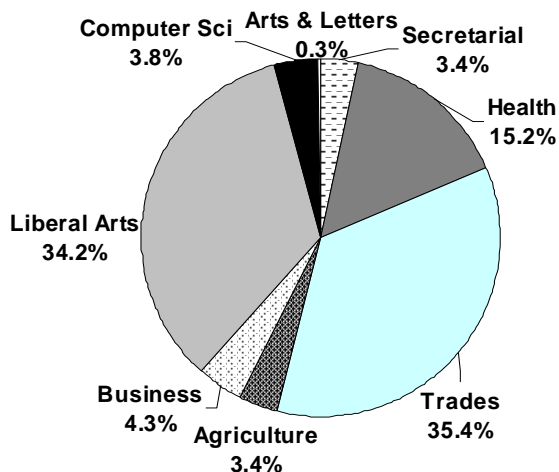
NDUS Program Completers by Level of Award Academic Year 2003-04

One & Two-Year	
Cert.	338
Dipl.	64
Assoc	1,810
Sub-total	2,212
Bachelor	
	4,373
Graduate cert.	68
Undergrad cert.	30
Sub-total	98
Graduate & Professional	
Masters	802
Sp.	9
Ed.D & Ph.D.	93
Prof.	181
Sub-total	1,085
TOTAL	7,768



NDUS One & Two Year Degrees by Discipline Academic Year 2003-04

Agriculture	76
Arts & Letters	6
Business	95
Computer Science	84
Health	337
Liberal Arts	756
Secretarial	75
Trades	783
Total	2,212



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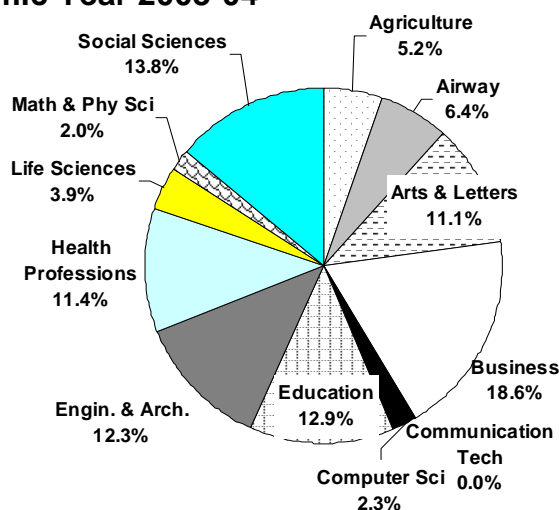
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Program Completers (cont.)

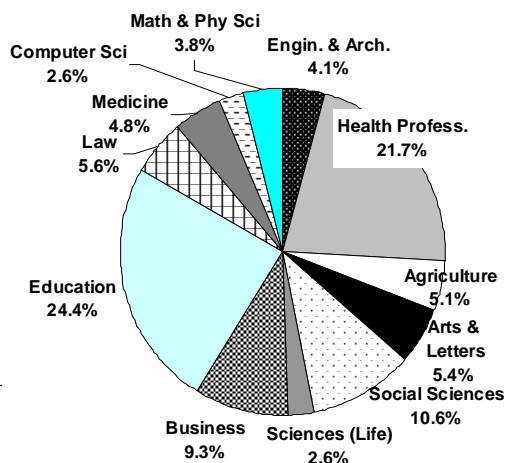
NDUS Bachelor Degrees by Discipline Academic Year 2003-04

Agriculture	231
Airway	285
Arts & Letters	494
Business	828
Communication Technologies	2
Computer Sci	102
Education	571
Engin. & Arch.	547
Health Professions	505
Life Sciences	172
Math & Phy Sci	90
Social Sciences	614
Total	4,441



NDUS Graduate and Professional Degrees by Discipline Academic Year 2003-04

Agriculture	57
Arts & Letters	60
Business	104
Computer Sci	29
Education	272
Engin. & Arch.	46
Health Profess.	242
Law	62
Math & Phy Sci	42
Medicine	54
Sciences (Life)	29
Social Sciences	118
Total	1,115



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Education Excellence - Students

December 2004

Program Matrix

The North Dakota University System offers programs that range from certificates to doctoral and professional degrees. This table can help you best match a campus with your career goals. The typical program length is indicated by a 1 (less than one year), 1-2 (one to two years), 2 (two years), 4 (four years), 4+ (more than four years), G (graduate school), 4G (four years or a graduate program), C (upper-level certificate programs), and p (preparatory program for which the college has articulation agreements in place or the college catalog outlines a recommended course of study that prepares students to enroll in programs on other campuses). An asterisk (*) indicates the program also may be offered through distance education.

	BSC	DSU	LRSC	MaSU	MISU	MISU-BC	NDSCS	NDSU	UND	VCSU	WSC
AGRICULTURE AND NATURAL RESOURCES											
Agricultural Business & Management	2		1-2				p	4			p
Agricultural Economics	p		p			p	p	4G			p
Agricultural Production/Farm & Ranch Management		1-2	1-2			p	2				p
Agricultural Science, General	p	4	p	p		p		4			2
Agricultural Systems Management	p		p			p		4G			p
Agriculture Sales & Service		2									p
Animal & Range Sciences	p		p			p	p	4G			p
Cereal Science							p	G			
Crop & Weed Sciences	p		p			p	p	4			p
Environmental & Conservation Science								G			
Equine Studies		p						C,4			
Flowershop & Greenhouse Technology						1					
Food Science								4			p
Geology					4		p	4G	4G		p
Golf Course Grounds Technology						1					
Horticulture								4G			
Floral Design						2					
Greenhouse Technology						2					
Landscape Design						2					
Turf Management						2		4			
John Deere Ag Technology							2				
John Deere Ag Parts Marketing & Management							2				
Natural Resources Management						1-2		4G			p
Plant Protection								4			
Plant Science								G			
Soil Science								4G			
Urban Forestry Technology						1-2					
Veterinary Technology	p		p	p	p		p	4			p
Water Quality Technology						1-2					
Wildlife & Fisheries Technology					p	2					
ALLIED HEALTH											
Addiction Studies					4						p
Administrative Assistant/Health Information Management											1-2
Athletic Training/Corporate Fitness	p		p	p	4	p	p	4	4		p
Clinical Laboratory Science/Management	p		p		4		p	4	C,4G		
Clinical Laboratory Technician	2						p				
Communication Sciences & Disorders									4G		
Cytotechnology									4		
Dental Assisting							1				p
Dental Hygiene					p		2				p
EMT – Paramedic Technology	1-2							G			
Health Information Technician							2				
Medical Assistant						1-2					
Medical Secretary	2				2*	2					

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Program Matrix (cont.)

The North Dakota University System offers programs that range from certificates to doctoral and professional degrees. This table can help you best match a campus with your career goals. The typical program length is indicated by a 1 (less than one year), 1-2 (one to two years), 2 (two years), 4 (four years), 4+ (more than four

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Mental Health Care Associate							2, p				
Occupational Therapy					p				4G	p	p
Occupational Therapy Assistant							2				
Pharmacy Technician							1-2				
Phlebotomy Technician	1-2										
Physical Therapy				p					4G	p	p
Physical Therapy Assistant											2
Radiologic Technology/Sciences	p				4			4			1
Rehabilitation & Human Services									4		
Respiratory Care	p							4			p
ARCHITECTURE, ENGINEERING, AND RELATED											
Air Conditioning, Heating & Refrigeration	1-2						1-2				
Applied Physics			p						4		
Architectural Drafting & Estimating Technology							2				
Architecture								4G			
Construction Technology	p						2	4			
Electrical Technology	1-2						2				
Electrical Transmission Systems Technology	1-2										
Engineering Construction/Management	p							4			
Engineering & Management, Industrial	p							4G			
Engineering Technician	2										
Engineering, Agriculture and Biosystems	p							4G			
Engineering, Chemical	p								4G		p
Engineering, Civil	p							4G	4G		
Engineering, Computer								4			
Engineering, Electrical	p							4G	4G		
Engineering, Environmental								G			
Engineering, General	p		p	p	p		p	G		p	
Engineering, Geological									4		
Engineering, Manufacturing								4G			
Engineering, Mechanical	p							4G	4G	p	
Engineering and Surveying Technology, Civil							2				
Environmental Design								4			
Environmental Geoscience									4		
Environmental Technology						2					
Environmental Technology/Geographic Information Systems						1-2					
Environmental Technology/Laboratory and Field Technician						1-2					
Environmental Technology/Water Management						1-2					
Industrial Technology	p								4G		
Interior Design								4			
Landscape Architecture								4			
Mechanical Drafting & Design							2				
Occupational Safety & Environmental Health									4		
Power Plant Technology	1-2										
Process Plant Technology	1-2										
BUSINESS (ADMINISTRATIVE SUPPORT)											
Accounting & Computing			2			2					p
Administrative Assistant	1-2	2	1-2	2		2	1-2				1-2
Legal	1-2		1-2								
Medical	1-2				2*	2					
Digital Enterprise								C			

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Section 5 – Page 4.1

Program Matrix (cont.)

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	BSC	DSU	LRSC	MaSU	MISU	MISU-BC	NDSCS	NDSU	UND	VCSU	WSC
Information Processing	1-2		1-2		2*	1-2					p
Office Supervision & Management		2	2	4			1-2			4	p
BUSINESS, MARKETING AND DISTRIBUTION, AND COMPUTERS											
Accountancy								4+	4		
Accounting	p	4	2, p		4	p		4	4G		p
Advertising & Marketing						1-2					
Application Software Specialists					C						
Banking & Finance	p		p		4	p	2	C	4		p
Business & Management, General	2			2	4G	p	2		4		p
Business Administration & Management	4*	4	2	4	G	p	p	4G	G	4	
Entrepreneurship									4		1-2
Family Financial Planning								C			
Hotel/Restaurant Management	1-2							4			
Human Resources Development								G		4	
Instructional Technology										4	
International Business					4						
Management Information Systems/Information Tech	p		1-2, p		4	p		4	4		p
Marketing Management	p		p		4				4		1-2
Public Administration	p		p						4G		p
Technology for Managers					C						
Virtual Business					4						
COMMUNICATIONS, MEDIA, AND PRINTING											
Art, Commercial	1-2										
Broadcasting					4						p
Communications, General/Mass		4			4			4G	4G	4	p
COMPUTER & INFORMATION SCIENCES											
Administrative Assistant, Computer Applications	1										
Computer Information Systems	p		2, p	4			1-2			4	
Computer Science/Programming	p	4			C,4	p		4G	4G		
Computer Support Specialist	1-2										2
Desktop & Web Publishing					C						
Information Processing Technician											1-2
Information Systems					G						
Information Technology				C		1-2					
Software Engineering								C,G			
Webmaster/Web Designer						1-2					
CONSTRUCTION, ELECTRONICS, AND REPAIR											
Auto Body Repair	1-2						1-2				
Automotive Technology	1-2		1-2				1-2				1-2
Building Construction Technology							2				
Carpentry, Residential	1-2										
Caterpillar Dealer Service							2				
Cooling/Heating Service	1-2						1-2				
Diesel Technology			1-2				1-2				1-2
Electrical Technology							2				
Electronics/Telecommunications Technology	1-2										
Electronic Technology							2				
Lineworker, Electrical	1-2										
Machinist & Tool Maker							1-2				
Mechanics, Automotive	1-2		1-2				2				2
Mechanics, Small Engine							1-2				

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Section 5 – Page 4.2

Program Matrix (cont.)

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Plumbing							1				
Welding	1-2		1				1-2				
CRIMINAL JUSTICE, LAW, AND RELATED											
Criminal Justice/Studies	2-4*		p	p	4G			G	4G		p
Emergency Management								4G			
Fire Technology	1-2										
Forensic Science									4		
Law (J.D.)			p	p	p	p	p		G		p
Law Enforcement			2				p				p
Legal Assistant			2				p				
Peace Officer			1								
Police Management & Investigation					C						
Private Security Officer			1								
EDUCATION ADMINISTRATION, COUNSELING, AND SPECIAL EDUCATION											
Administration/Leadership, Educational					4G			G	G		
Communication Disorders/Sciences and Disorders					4G				4		
Counseling and Guidance								G	G		
Developmental Disabilities					2,4						
Education, Deaf					4						
Education, General Studies	p				4G	p	p	G	G		p
Education, Mental Retardation					4						
Special Education					G	p			G		p
FAMILY AND CONSUMER SCIENCES AND RELATED											
Apparel & Textiles								4G			
Culinary Arts							1-2				
Child Development & Family Science								4G			
Dietetics									4		p
Facility Management								4			
Couple and Family Therapy						p		4G			p
Food & Nutrition/Community Nutrition								4G	4		p
Food Safety								4G			
FOREIGN LANGUAGES, AREA AND ETHNIC STUDIES											
Language, Foreign & Classical [1]	p	4	p		4			4	4	4	p
Interpretive Certification Training Program			1								
Studies, Indian									4		
Studies, International								4	4		
Studies, Women's								4			
HEALTH SCIENCES											
Behavioral Statistics								4			
Gerontology								C			
Massage Therapy											1-2
Medical Transcription											1-2
Medicine (Physicians)	p		p	p	p	p	p		G		p
Nurse Assistant			1								
Nurse Practitioner	p						p	G	G		
Nursing Administration									G		
Nursing, Practical	2	2	2				2				2
Nursing, Registered	p	4	p	p	4	p	p	4G	4G	p	p
Pharmaceutical Sciences								4G			
Pharmacy Doctorate	p		p	p	p	p		G		p	p
Physician Assistant Studies									C,G		

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Section 5 – Page 4.3

Program Matrix (cont.)

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Psychology	p	4	p	4	4	p	p	4G	4G	4	p
Psychology, Clinical									G		p
Psychology, Counseling					G				G		p
School Psychology					G						
Speech-Language Pathology					4G				G		p
Speech-Language Pathology Assistant											2
MATHEMATICS, LIFE AND PHYSICAL SCIENCES											
Anatomy									G		
Atmospheric Sciences/Studies									4G		
Biochemistry	p							G	G		
Biology	p	4	p	4	4	p	p	4G	4G	4	p
Biology, Cell & Molecular								G			
Biology, Fisheries & Wildlife				p		p	p		4		
Biotechnology							p	4			
Botany								4G			p
Chemistry	p	4	p	4	4	p	p	4G	4G	4	p
Earth/Environmental Science								4			p
Entomology								4G			
Forensic Science									4		
Genomics								G			
Geology					4			4G	4G		
Mathematics	p	4	p	4	4	p	p	4G	4G	4	p
Microbiology								4G	G		
Molecular Pathogenesis								G	G		
Pharmacology, Physiology & Therapeutics									G		
Physical Science	p				4		p		4		p
Physics	p				4			4G	4G		p
Plant Pathology								4G			
Polymers & Coatings Sciences								G			
Science, General	p		p		G	p	p	4			p
Statistics					p			4G			
Zoology								4G			
PARKS, RECREATION, LEISURE & FITNESS STUDIES											
Exercise Science and Leisure Studies										4	
Recreation Management								4	4		
SOCIAL SCIENCES & INTERDISCIPLINARY STUDIES											
Anthropology								4	4		p
Economics/Applied Economics			p		4			4	4G		p
English	p	4	p	4	4	p	p	4G	4G	4	p
General Studies	p	4	p	4	4	p	p	4	4	4	p
General & Technical Studies	p		2				1-2				1-2
Geography					p			4	4G		p
History	p	4	p		4	p		4G	4G	4	p
Human Services	2										
Humanities					p			4G			p
Linguistics									G		
Philosophy and Religion	p				p				4		p
Political Science	p	4	p			p		4	4		p
Social Science	p	4	p	4	4	p		4G	4	4	p
Social Work	G*		p	p	4				4G		p
Sociology	p		p		4	p		4G	4G		p
Speech, Debate & Forensics	p	4						4G			p

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Section 5 – Page 4.4

Program Matrix (cont.)

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TEACHER EDUCATION AND RELATED											
Autistic Spectrum Disorder Education					G			4G	4G		
Education, Ag	p		p			p	p	4G			p
Education, Art	p	4	p		4				4	4	p
Education, Business	p	4	p	4	4	p	p		4G	4	p
Education, Career & Technical										4	
Education, Communications	p				4		p	4			p
Education, Composite Science	p		p				p	4		4	p
Education, Early Childhood			1-2	2, 4					4G		p
Education, Elementary	p	4	p	4	4	p	p	4*	4G	4	p
Education, English	p	4	p	4	4G	p		4		4	p
Education, Family & Consumer Sciences								4G			p
Education, Foreign Language	p	4			4			4		4	p
Education, Health	p		p	4	p	p	p			4	p
Education, History	p	4	p		4	p	p	4		4	p
Education, Industrial Arts/Technology	p		p						4	4	p
Education, Life & Physical Sciences	p	4	p	4	4G	p	p	4	4	4	p
Education, Mathematics	p	4	p	4	4G	p	p	4	4	4	p
Education, Middle/High Level	p		p			p	p		4		p
Education, Music	p	4	p		4G	p	p	4		4	p
Education, Physical	p	4	p	4	4	p	p	4	4	4	p
Education, Reading									G		
Education, Social Science/Social Studies	p	4	p	4	4	p	p	4	4	4	p
Education, Speech and Theater		4	p						4		p
Education, Vocational Marketing	p		p				p		4		p
Education, Vocational-Technical	p		p				p			4	
Paraeducation	1-2		1-2			1-2	1-2				1-2
Teaching & Learning									G		
TRANSFER											
Transfer/Pre-Professional/University Parallel	2	2	2			2	2				2
TRANSPORTATION AND VEHICLE OPERATION											
Aeronautics [2]									4		
Airport/Aviation Management									4		
Aviation									G		
Simulator Maintenance Technology			2								
Transportation and Logistics								G			
VISUAL AND PERFORMING ARTS											
Art	p	4	p		4	p		4		4	
Arts, Visual	p								4G		
Music	p	4			4	p	p	4G	4G	4	p
Theater Arts	p	4			p			4G	4G		

[1] French, German, Spanish, Latin, and Norwegian. Not all languages offered on each campus.

[2] Air Transport, Air Traffic Control, Aviation Systems Management, Commercial Aviation, and Flight Education.

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Section 5 – Page 4.5

Education Excellence-Faculty & Staff

December 2004

Employees

The North Dakota University System employs about 14,000 people. This number includes more than 2,400 faculty and more than 4,000 staff who provide services in areas such as student housing, food services, counseling and maintenance/physical plant. The remaining positions are temporary employees who fill a variety of short-term campus functions in both instructional and non-instructional roles. The University System also employs more than 4,300 students, providing them funding for their college education, as well as on-the-job training.

North Dakota University System Employee Count October 2004										
Campus	FACULTY		CLASSIFIED		OTHER NON-CLASSIFIED		TEMPORARY		Students	Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Instructional	Non-Instructional		
BSC ¹	102	4	109	4	20	0	88	51	88	466
DSU ¹	77	8	94	6	11	0	86	15	212	509
LRSC ¹	27	9	39	7	5	1	60	24	48	220
MaSU ¹	43	2	94	8	5	0	8	26	141	327
MiSU	177	13	183	24	14	0	66	31	278	786
MiSU-BC	25	0	30	3	3	0	13	8	41	123
NDSCS ¹	125	7	163	11	19	1	49	61	249	685
NDSU	830	58	1,215	97	60	4	832	305	1,193	4,594
UND	701	107	1,627	142	142	5	726	388	1,872	5,710
VCSU ¹	61	0	81	9	4	0	27	13	164	359
WSC ¹	30	6	32	1	4	0	33	9	30	145
TOTALS	2,198	214	3,667	312	287	11	1,988	931	4,316	13,924

¹Employee count as of October 2003. Comparable current information is not available for October 2004 since these campuses are utilizing *ConnectND*.

FOR MORE INFORMATION CONTACT:

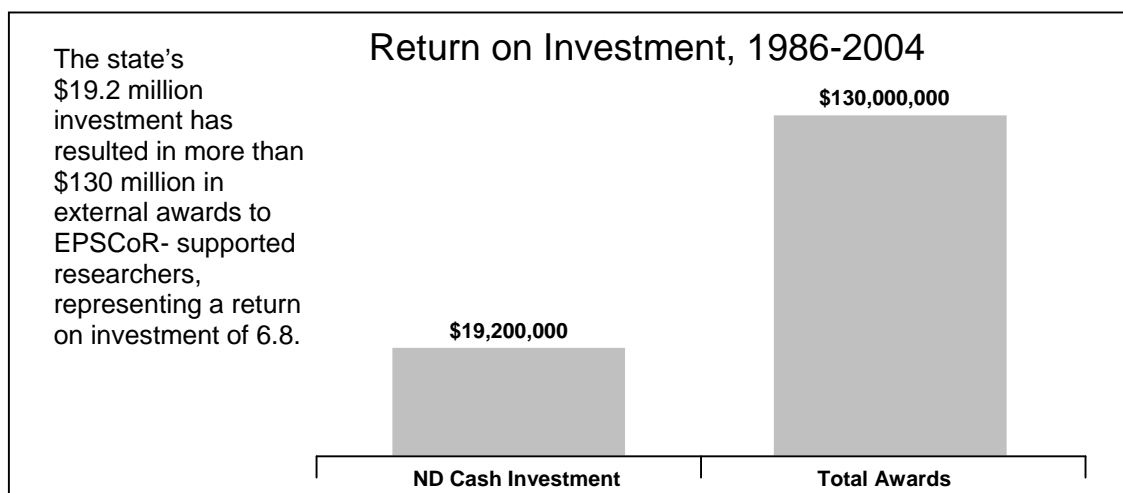
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Education Excellence- Faculty & Staff

December 2004 North Dakota Experimental Program to Stimulate Competitive Research (ND EPSCoR)

With state support, the North Dakota Experimental Program to Stimulate Competitive Research (ND EPSCoR) has allowed NDUS researchers to increase their success rate in obtaining merit-based grants in science, engineering and mathematics. The state's \$19.2 million investment from 1986 to 2004 resulted in more than \$130 million in external cash awards from federal, state and private sources.



ND EPSCoR programs have increased the state's capacity for science, engineering and mathematics research, contributing to the education and training of students as well as to the transfer of technology from the NDUS to the private sector. Highlights of these activities include the following:

- From 1986 to the present, total academic research expenditures have increased 166 percent.
- In 2003, North Dakota was ranked seventh in the nation for university R&D per \$1,000 of gross state product.
- ND EPSCoR has facilitated the recruitment of more than 100 new faculty researchers to the state.
- More than 550 graduate students and 675 undergraduate students have received research education through ND EPSCoR programs.
- Faculty and students at the state's baccalaureate institutions and tribal colleges have broadened their capabilities in science, engineering and mathematics.
- More than 185 students and 13 faculty members have worked on solving technology problems for 72 companies across the state through the Students in Technology Transfer And Research (STTAR) and Faculty In Technology Transfer (FITT) programs.
- Eighteen patents have been issued for EPSCoR-supported research discoveries and inventions.

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Flexible and Responsive

December 2004

Western Interstate Commission on Higher Education (WICHE)

The Western Interstate Commission on Higher Education (WICHE) is a non-profit, regional organization established by interstate compact. It helps 15 western states work together to provide high quality, cost-effective programs to meet the educational and workforce needs of the western region.

- The 15 western states that are part of the compact include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Oregon, Utah, Washington and Wyoming.
- Each participating state pays dues to support WICHE. North Dakota's yearly dues for fiscal year 2006 and fiscal year 2007 will be \$108,000 and \$112,000 respectively.
- North Dakota's involvement in various WICHE Interstate Cooperative Programs has eliminated the start-up of costly professional programs and has allowed North Dakota residents to participate at reduced tuition rates in programs not offered in-state at reduced tuition rates.
- North Dakota's involvement in WICHE includes participation in the Professional Student Exchange Program, the Western Undergraduate Exchange Program, the Western Regional Graduate Program, and the Western Cooperative Telecommunications Cooperative. (See *Students and Employees* section for details about specific programs.)
- A central mission of WICHE is to help policymakers develop innovative, effective responses to a range of issues affecting higher education.
- WICHE's policy analysis and information focuses on higher education in the western states, including:
 - student cost issues, such as annual tuition and fee data and state financial aid policies;
 - state support for higher education; and
 - the number of high school students graduating in every state and projections to alert education planners to changing state needs.

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Flexible and Responsive

December 2004

Professional Student Exchange Program (PSEP)

The Professional Student Exchange Program (PSEP) offered through WICHE provides North Dakota students access to veterinary medicine, optometry and dentistry programs not offered in the state.

- In exchange for admitting qualified North Dakota students into their programs, out-of-state institutions receive a pre-determined support fee from the state. As a participant in a program, the student pays resident tuition rates to a public out-of-state institution or reduced tuition to a private institution. The support fee paid by North Dakota provides guaranteed access to these programs assuming that students are academically prepared.

History of WICHE PSEP Support Fee Per Student Paid by North Dakota 2001-02 – 2006-07						
Field	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Veterinary Medicine	\$21,700	\$22,600	\$23,500	\$24,400	\$24,900	\$25,400
Optometry	\$9,900	\$10,300	\$10,700	\$11,100	\$13,300	\$13,600
Dentistry	\$15,200	\$15,900	\$16,500	\$17,200	\$19,500	\$19,900

- The North Dakota University System has two additional contractual agreements that provide programmatic access for North Dakota students interested in veterinary medicine and dentistry. Since 1991-92, Iowa State has agreed to accept up to 10 North Dakota students per year into their veterinary medicine program at about \$6,000-\$7,000 less per student per year than required through the WICHE program. Under the current agreement with Iowa State's College of Veterinary Medicine, North Dakota students who matriculate at Iowa State will be guaranteed enrollment for the duration of their program.
- The second agreement is with the University of Minnesota-Twin Cities, which extends reciprocity rates to North Dakota students enrolled in their professional programs of veterinary medicine and dentistry under the Minnesota/North Dakota reciprocity agreement. Under the current agreement, North Dakota students pay the Minnesota professional program resident rate while attending the University of Minnesota-Twin Cities. The current reciprocity agreement has resulted in significant savings to the PSEP program. The state incurs no cost for students who attend a Minnesota campus veterinary medicine or dentistry program. For academic year 2004-05, there are 44 North Dakota students enrolled in dentistry at the University of Minnesota and 10 in their veterinary medicine program.

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PSEP (cont.)

- During the 2003-05 biennium, a total of 112 students, freshmen through seniors, will receive support through this program with a state general fund appropriation of \$1,713,780.

Number of Freshmen PSEP Slots Funded by Year			
	Veterinary Medicine	Dentistry	Optometry
1995-1996	9	3	5
1996-1997	7*(1)	1*(1)	5
1997-1998	9*(0)	1*(9)	8
1998-1999	5 *(3)	2* (7)	8
1999-2000	7 *(2)	1*(8)	7
2000-2001	7 *(1)	1*(7)	7
2001-2002	6 *(0)	4 *(5)	6
2002-2003	4 *(4)	4* (8)	6
2003-2004	4 *(5)	4*(17)	5
2004-2005	4 *(1)	4*(15)	4
2005-2006 Est	3-4	3-4	3-4
2006-2007 Est	3-4	3-4	3-4

* Number of freshmen North Dakota students enrolled at U. of Minnesota – veterinary medicine & dentistry. Beginning in 1996-97, students attending vet med or dentistry at the University of Minnesota pay the resident rate. No state support is necessary for these slots. For example, in 2004-05, a total of 44 ND students will attend the University of Minnesota-School of Dentistry and 10 ND students will attend the University of Minnesota-School of Veterinary Medicine, at no cost to the state of ND. These students are reflected in “()” in the figures in the table.

NOTE: 2005-07 request assumes the carryover of unspent 2003-05 general fund appropriation of approximately \$109,891.

- Applicant numbers for the Professional Student Exchange Program totaled 85 for academic year 2004-05, including 16 in veterinary medicine, 33 in dentistry and 36 in optometry.
- 2002 data suggests that about 65 percent of the total number of PSEP students (69 percent in dentistry, 45 percent in optometry and 70 percent in veterinary medicine) who receive state support through this program return to the state to practice in their given profession after graduation.

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PSEP (cont.)

- North Dakota also participates in WICHE as a receiving state for physical and occupational therapy, medicine and pharmacy programs.

Number of Students North Dakota Receives through PSEP Fall 2003					
Sending State	Physical Therapy	Occup. Therapy	Medicine	Pharmacy	TOTAL
Alaska					0
Arizona					0
Hawaii	3				3
Idaho					0
Montana		1	1		2
Nevada					0
New Mexico					0
Oregon	1				1
Wyoming	9		3		12
TOTAL	13	1	4	0	18

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Flexible and Responsive

December 2004

Western Undergraduate Exchange (WUE)

The Western Undergraduate Exchange (WUE) offered through WICHE is a program through which students in 15 participating states (Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming) may enroll in designated two-year and four-year institutions and programs in other participating states at reduced tuition levels. California accepts WICHE students only at the California Maritime Academy.

- Tuition for WUE students in all WUE states is 150 percent of regular in-state tuition at designated two-year and four-year public institutions and programs.
- All North Dakota University System institutions participate in the WUE Program and open all academic programs except the A.S. in dental hygiene at NDSCS; the A.A.S. in practical nursing and the B.S. in nursing completion at DSU; upper division architecture, nursing and pharmacy at NDSU; and the B.S. in occupational therapy and B.S. in physical therapy at UND. Some states limit access to certain programs as well.
- In Fall 2004, 1,797 students from other states were enrolled at North Dakota institutions while 483 North Dakota students enrolled elsewhere in the region under this exchange program at 150 percent of the North Dakota resident rate (see details by state on the following page). The majority of WUE students from other states major in such North Dakota University System programs as: (1) electric power technology, (2) liberal studies, (3) general architecture, (4) pre-pharmacy, (5) commercial aviation, (6) pre-aviation, and (7) pre-business administration. North Dakota students enrolled elsewhere in the region under the WUE agreement major in programs such as: (1) nursing, (2) engineering (civil, computers, electrical), (3) elementary education, (4) composite business education, and (5) cell biology & neuroscience.

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WUE (cont.)

Western Undergraduate Exchange Fall 2004 Enrollment Summary																
	State of Residence															
State of Attendance (# of inst. enrolling WUE students)	AK	AZ	CA	CO	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	Attend. Totals
AK (4)	X	11	67	32	13	13	19	4	10	4	45	7	12	77	14	328
AZ (18)	204	X	195	304	38	50	56	235	214	8	131	20	206	156	53	1,870
CA (1)	19	2	X	3	39	0	0	1	0	0	12	0	0	36	0	112
CO (24)	153	200	6	X	178	78	77	62	336	50	125	153	133	103	275	1,929
HI (2)	108	70	1019	199	X	69	39	35	30	9	187	26	23	286	21	2,121
ID (6)	160	13	2	38	8	X	186	79	9	3	302	11	38	489	65	1,403
MT (11)	129	13	7	133	26	262	X	17	13	71	154	71	51	257	267	1,471
NV (7)	408	189	18	299	688	129	75	X	133	29	257	34	145	341	61	2,806
NM (9)	8	32	55	3	3	5	2	6	X	0	4	1	6	9	4	138
ND (11)	90	59	194	157	32	50	189	42	12	X	53	549	24	218	128	1,797
OR (6)	190	22	1	50	189	95	62	57	15	4	X	7	24	475	19	1,210
SD (6)	27	27	133	137	5	15	130	13	8	255	18	X	17	26	497	1,308
UT (9)	65	49	0	107	16	235	30	158	26	3	59	11	X	71	114	944
WA (5)	108	15	64	21	61	147	87	16	8	5	134	1	10	X	13	690
WY (8)*	39	22	81	667	2	89	447	27	12	42	29	271	145	65	X	1,938
2-Yr.	217	79	249	478	36	215	504	303	239	58	149	179	413	216	127	3,462
4-Yr.	1,491	645	1,593	1,672	1,262	1,022	895	449	587	425	1,361	983	421	2,393	1404	16,603
Grand Total (127)	1,708	724	1,842	2,150	1,298	1,237	1,399	752	826	483	1,510	1,162	834	2,609	1,531	20,065

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Flexible and Responsive

December 2004

Western Regional Graduate Programs (WRGP)

The Western Regional Graduate Program (WRGP) offered through WICHE began in 1981. The primary purpose of WRGP is to permit students from the various WICHE states (Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming) to enroll in more than 100 distinctive graduate programs within the compact.

- Students who participate in the WRGP Program pay the resident tuition rates at the public institution attended rather than the much higher non-resident rates. No additional state payment is required to support this program.
- During academic year 2003-04, no North Dakota students took advantage of this program. During this same time period, North Dakota received four students under this program.

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Flexible and Responsive

December 2004

Midwest Higher Education Commission (MHEC)

The Midwestern Higher Education Commission (MHEC) is an interstate compact established in 1991. The purpose of MHEC is to advance higher education through interstate cooperation and resource sharing.

MHEC member states are Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio and Wisconsin.

- MHEC follows six major goals in carrying out its compact mission. They are to enhance productivity through reductions in administrative costs; to encourage student access, completion and affordability; to facilitate public policy analysis and information exchange; to foster regional academic cooperation and services; to promote quality educational programs; and to encourage innovation in the delivery of educational services.

Currently, North Dakota has representation on the following MHEC committees:

- (1) Information Technology Committee
 - (2) Midwest Student Exchange Council
 - (3) Package Policy Initiative
 - (4) Policy Research Advisory Committee
 - (5) Risk Management Committee
 - (6) SHEEO's Committee
- The North Dakota University System Office has included \$180,000 in its budget request to support its membership in MHEC for the 2005-07 biennium. This membership would provide expanded educational opportunities for North Dakota students and administrative alignments with other midwestern higher education institutions.
 - Cost savings realized by North Dakota in 2003-05 through participation in MHEC programs is estimated to be about \$460,320. When the amount paid by North Dakota for dues in fiscal year 2003-05 is offset, the net savings is estimated to be \$280,320.

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Flexible and Responsive

December 2004

Midwest Student Exchange Program (MSEP)

Offered by the Midwest Higher Education Commission, the Midwest Student Exchange Program (MSEP) enables students to enroll in out-of-state colleges and universities at no more than 150 percent of the institution's resident tuition rate. Each participating institution determines which degree programs it will make available to students, the number of students it will admit and its admission requirements. The program now includes six participating states: Kansas, Michigan, Minnesota, Missouri, Nebraska and North Dakota.

- All North Dakota University System institutions participate in the MSEP program and open all academic programs on a space-available basis, except the upper division architecture, nursing and pharmacy at NDSU; and the B.S. in occupational and physical therapy at UND.
- The 2003-04 academic year was the third year North Dakota participated in the MSEP program. Under this exchange program, 169 students from other states were enrolled at North Dakota institutions while 13 North Dakota students were enrolled elsewhere in the region at no more than 150 percent of the institution's resident tuition rate. The majority of MSEP students from other states major in such North Dakota University System programs as: (1) power plant technology, (2) elementary education, (3) psychology, (4) engineering, (5) business administration, (6) mathematics, (7) aviation and (8) technology education.

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Flexible and Responsive

December 2004

North Dakota/Minnesota Reciprocity

The North Dakota/Minnesota reciprocity program is a program of student exchange that has existed since 1975.

The purposes of the program are: (1) to continue to improve postsecondary education opportunities for North Dakota and Minnesota residents and (2) to achieve improved effectiveness and economy in meeting the postsecondary education needs of those residents through cooperative efforts by the two neighboring states.

Benefits:

- Provides greater availability and accessibility to programs. North Dakota students interested in programs not offered in the state are provided access at a reasonable cost and location (including the professional programs of dentistry and optometry).
- Eliminates the need for North Dakota's public institutions to be all things to all people. Access is provided to programs not offered here, thereby foregoing program start-up and on-going costs.
- Provides the University System an opportunity to spread fixed costs over a much larger student base.
- Adds diversity to the student body.
- Attracts permanent North Dakota residents. Some reciprocity students stay to live and work in North Dakota after graduation. For example, 28.5 percent of Minnesota students who graduated from University System campuses in 2002 were still in North Dakota one year after graduation.

How the Payment Works:

Students generally pay the higher of the two states' tuition rates. Currently, North Dakota students who attend Minnesota campuses pay the Minnesota rate. While Minnesota students attending UND and NDSU pay the Minnesota rate, which is higher than the North Dakota rate.

For the 2004-05 academic year, Minnesota students who attend North Dakota campuses pay the following rates:

- Minnesota students who attend UND and NDSU pay the average Minnesota State University System resident graduate and undergraduate rate.
- Minnesota students who attend MiSU pay 112 percent of the North Dakota resident undergraduate tuition rate for undergraduate programs, and the average Minnesota State University System graduate resident rate for graduate programs.
- Minnesota students who attend DSU, MaSU and VCSU pay 112 percent of the North Dakota resident undergraduate tuition rate.

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ND/MN Reciprocity (cont.)

- Minnesota students who attend two-year campuses pay the average of the Minnesota community/technical/consolidated colleges resident rate.

During the 2002-03 academic year, for every 100 Minnesota students attending North Dakota campuses there were 84 North Dakota students attending a Minnesota campus.

Number of Students Using Reciprocity (full-time equivalent)			
Year	MN in ND	ND in MN	ND to MN Ratio
1990-91	5,346	4,570	.85
1991-92	5,217	4,413	.85
1992-93	5,416	4,119	.76
1993-94	5,563	4,043	.73
1994-95	5,619	3,796	.68
1995-96	5,681	3,715	.65
1996-97	5,666	3,821	.67
1997-98	5,586	3,714	.66
1998-99	5,710	4,298	.76
1999-00	5,769	4,736	.82
2000-01	6,064	5,066	.84
2001-02	6,280	5,298	.84
2002-03	6,565	5,523	.84
2003-04	Unavailable		

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Flexible and Responsive

December 2004

Summary of Added/Deleted Programs

Academic programs are added and terminated each year based on market demand, expectations of the *Roundtable Report* and campus alignment plans. In academic year 2003-04, NDUS institutions added 63 new academic programs while terminating 14.

North Dakota University System Summary of Added Programs by Campus (1998-99, 1999-00, 2000-01, 2001-02, 2002-03)						
	Programs Added					
Institution	1998-99	1999-00	2000-01	2001-02	2002-2003	Total
BSC	1	0	3	3	1	8
DSU	0	4	0	1	15	20
LRSC	0	0	2	0	2	4
MaSU	0	2	2	4	3	11
MiSU	0	2	5	3	6	16
MiSU-BC	3	0	0	0	4	7
NDSCS	0	1	1	0	1	3
NDSU	0	7	7	22	11	47
UND	5	1	10	7	11	34
VCSU	0	0	0	3	5	8
WSC	1	1	6	0	1	9
GRAND TOTALS	10	18	36	43	60	167

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Summary of Added/Deleted Programs (cont.)

North Dakota University System Summary of Terminated Programs by Campus (1998-99, 1999-00, 2000-01, 2001-02, 2002-03)						
	Programs Terminated					
Institution	1998-99	1999-00	2000-01	2001-02	2002-03	Total
BSC	0	0	1	0	0	1
DSU	1	3	0	0	0	4
LRSC	0	0	0	0	0	0
MaSU	0	0	0	0	5	5
MiSU	0	2	0	1	1	4
MiSU-BC	1	0	0	0	0	1
NDSCS	1	0	0	0	3	4
NDSU	0	0	1	1	0	2
UND	5	0	8	0	5	18
VCSU	0	1	0	0	0	1
WSC	0	0	4	0	0	4
GRAND TOTALS	8	6	14	2	14	44

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Access - General

December 2004

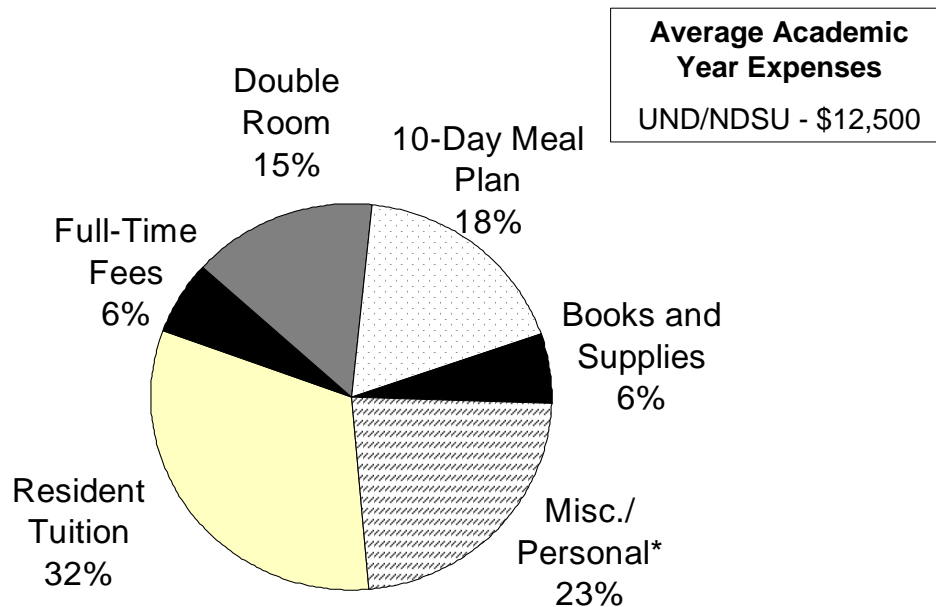
Student Cost of Education

Student expenses include tuition and fees, room and board, books and supplies, and miscellaneous expenses.

For academic year 2004-05, the breakdown of educational costs for a typical resident student living on campus includes 38 percent for tuition and fees, 33 percent for room and board, and 29 percent for books and supplies and miscellaneous expenses.

Typical Distribution of Student Expenses

2004-05 Academic Year



*Clothes, transportation, laundry and personal incidentals

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Types of Financial Aid

The two primary categories of financial aid are merit-based and need-based aid.

Merit-based aid is generally given to students in recognition of special skills or academic ability. Need-based aid constitutes the major portion of assistance available for postsecondary education. Within the category of need-based aid, there are two types of financial aid:

- Grant aid, which does not have to be repaid.
- Self-help aid, which includes loans and/or part-time employment through a work-study program.

About 75 percent of North Dakota students applied for some form of financial aid during 2003-04. This percentage has remained fairly constant for the past eight years.

Federal financial aid dollars (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan and Federal Work-Study) available to a North Dakota student pursuing an undergraduate degree increased 42.6 percent from 1999-00 to 2003-04. A breakdown of 2003-04 federal financial aid dollars awarded per North Dakota recipient follows:

- The average Federal Pell Grant of \$2,425 was provided to about 15,112 students.
- The average Federal Supplemental Educational Opportunity Grant of \$785 was provided to about 4,700 students.
- The average Federal Perkins Loan of \$1,634 was provided to about 5,600 students.
- The average Federal Work-Study Grant of \$1,082 was provided to about 3,600 students.

The average student loan debt for a North Dakota student who receives a four-year degree at a public or private institution in the state is between \$15,000 and \$20,000.

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State Grant Program

The North Dakota Student Financial Assistance Program (State Grant) provides \$600 non-repayable grants each year to North Dakota residents pursuing undergraduate degrees at North Dakota's public, private (not-for-profit) and tribal colleges. The purpose of this need-based grant is to assist students with the cost of attending a North Dakota postsecondary institution. A State Grant also reduces the amount of money a student needs to borrow for his or her education.

- More than 30,000 North Dakota students applied for a state grant in 2003-04. The State Grant Program was able to fund 2,424 needy students or roughly 8 percent of the eligible students. For 2003-04, the greatest unmet need of a State Grant Program recipient was \$9,826 while the average unmet need was \$4,843. Unmet need for this program is calculated as follows: cost of education minus parent/student expected contribution, minus the Federal Pell Grant, minus other resources (such as veterans' benefits) equals unmet need. For academic year 2003-04, State Grant dollars were exhausted at an unmet need figure of \$5,937. In other words, those students demonstrating an unmet need of \$5,937 or less did not receive State Grant support.
- State funding to support the State Grant Program is equivalent to 1.2 percent of annual tuition collections.

Students Receiving State Grants Awarded by Institution Type				
	Public Institution	Private Non-Profit 4-Year Colleges & Hospital School of Nursing	Native American Community Colleges	Total
2004-2005 School Year (est.)				
# Applying 29,257				
# of Students Receiving Awards	2,045	570	102	2,717
\$ Awarded	\$1,221,900	\$340,100	\$61,200	\$1,623,200
% of Total \$ Awarded	75%	21%	4%	100%
% of all ND Students Attending College	86.7%	8.7%	4.6%	100%
2003-2004 School Year				
# Applying 30,255				
# of Students Receiving Awards	1,842	473	109	2,424
\$ Awarded	\$1,020,747	\$267,949	\$57,300	\$1,345,996
% of Total \$ Awarded	76%	20%	4%	100%
% of all ND Students Attending College	86.7%	8.7%	4.6%	100%

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State Grant Program (cont.)

The State Grant Program has a maintenance of effort (MOE) requirement. Under federal law, states are required to meet or exceed the maintenance of effort requirement to ensure continued federal funding. The MOE requirement is the average expenditure of non-federal dollars for the past three years. To maintain the MOE requirement for the 2005-07 biennium, an estimated \$2.8 million in non-federal dollars is needed for the biennium.

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North Dakota Scholars Program

The North Dakota Scholars Program, a merit-based scholarship, was first funded by the Legislature in 1987 to provide scholarships to North Dakota's best and brightest high school graduates to encourage them to remain in North Dakota for postsecondary education.

A high school junior must take the ACT Assessment between October and June of his or her junior year and score in the upper 5 percent of all North Dakota ACT test takers. The numeric sum of the English, Math, reading and science reasoning scores will be used as a second selection criteria. Student class rank at the end of the junior year will be used as a selection criteria if a tie-breaker is needed.

- The scholarship is renewable for up to three years if the recipient maintains a cumulative 3.5 grade-point average.
- The scholarship is a full-tuition scholarship for students who attend North Dakota's public and tribal colleges and a tuition scholarship equal to North Dakota State University and the University of North Dakota's tuition for students who attend North Dakota's private institutions.

	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
# of candidates meeting 5% ACT requirement	455	413	505	548	484	394
# of candidates also meeting high school rank requirement	376	347	403	427	398	339
Offers made	87	62	107	113	46	36
Offers accepted	39	25	49	46	17	12
% of those offered and accepted	44%	40%	46%	41%	37%	33%

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North Dakota Scholars Program (cont.)

- The North Dakota University System had sufficient funding to support the following number of North Dakota scholars by class and year:

North Dakota Scholars by class, by year						
	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Freshmen	39	25	48	46	17	12
Sophomores	42	33	21.5	42	44	17
Juniors	44	40	28	22	40	43
Seniors	22	40	39.5	29	22	37
Total	147	138	137	139	123	109

- North Dakota students who qualify for this program are high academic achievers. These students are heavily recruited by out-of-state colleges and universities that also offer financial incentives to attract them to their campus. This is demonstrated by the fact that in 2004-05 in order to fund 12 new freshmen students, 36 offers were made, an acceptance rate of 33 percent. The other 24 students more than likely attended other out-of-state institutions.

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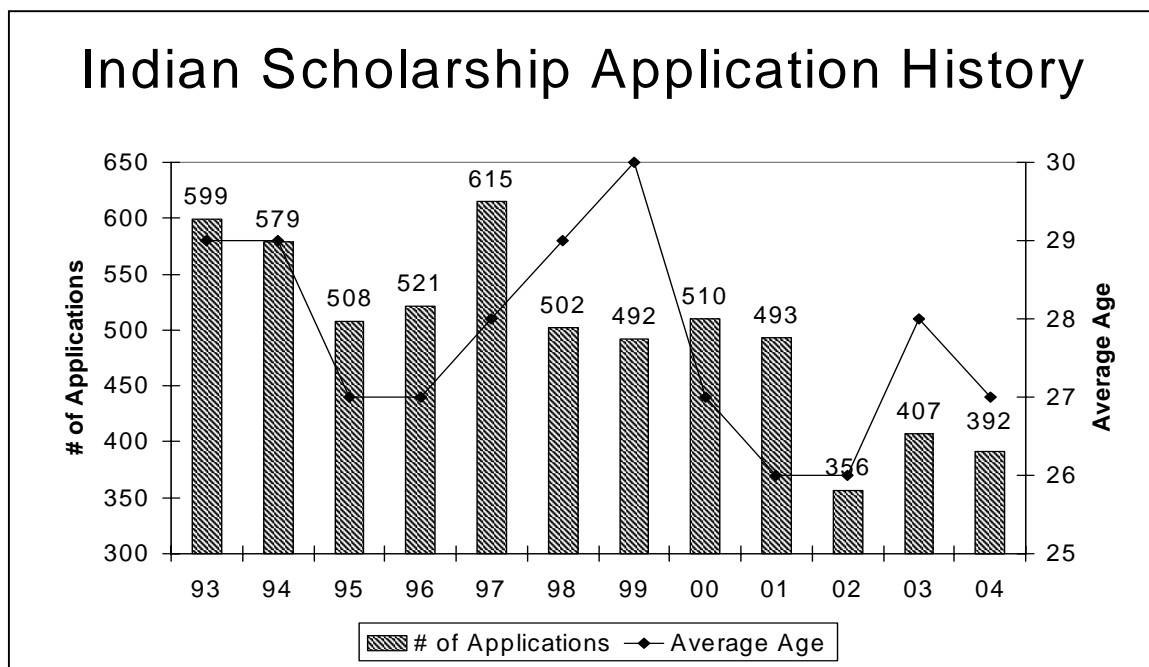
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Indian Scholarship Program

- The Indian Scholarship Program assists American Indian students in obtaining college education by providing grants based upon scholastic ability and financial need. By limiting scholarship awards to \$500, the Indian Scholarship Board has been able to make scholarship awards to about 200 eligible applicants each year, 98 percent of whom show financial need. About 30 program participants graduate each year.
- The qualifications for eligibility for the North Dakota Indian Scholarship Program are as follows:
 - An applicant must either be a resident of North Dakota who is one-quarter Native American or an enrolled member of any tribe who now resides in North Dakota. Residency for each student will be determined by the institution the student plans to attend.
 - All applicants must have been accepted for admission at an institution of higher learning or a state vocational education program within North Dakota.
 - Scholarship recipients must be enrolled full-time and may not have a grade-point average below 2.0.
 - A student who participates in an internship, student teaching, teaching assistance or cooperative education program may be eligible for scholarship awards only if participation in that program is required for the degree and only if tuition must be paid for the credits earned.



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Indian Scholarship Program (cont.)

History of Native American Scholarship Program				
Biennium	Full-time Native American Students Attending College*	Native American Scholarships Awarded	State General Funds Appropriated	% of Full-time Students Receiving Funding
1973-75	1,366	50	\$45,000	3.7%
1975-77	1,935	82	\$75,000	4.2%
1977-79	2,258	89	\$85,000	3.9%
1979-81	2,278	101	\$85,000	4.4%
1981-83	1,964	173	\$147,742	8.8%
1983-85	2,051	272	\$175,000	13.3%
1985-87	2,729	276	\$175,000	10.1%
1987-89	2,812	293	\$175,000	10.4%
1989-91	2,699	246	\$170,700	9.1%
1991-93	3,260	237	\$200,000	7.3%
1993-95	2,669	300	\$200,000	11.2%
1995-97	3,207	289	\$204,000	9.0%
1997-99	4,367	292	\$204,000	6.7%
1999-01	4,733	295	\$204,082	6.2%
2001-03	4,899	294	\$204,082	6.0%
2003-05	6,260	375	\$204,086	5.0%
*Includes the following schools: Bismarck State College, Dickinson State University, Fort Berthold Community College, Jamestown College, Lake Region State College, Little Hoop Community College, University of Mary, Mayville State University, Minot State University, Minot State University-Bottineau Campus, North Dakota State University, Standing Rock College, North Dakota State College of Science, Turtle Mountain Community College, University of North Dakota, Valley City State University, and Williston State College.				

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Technology Occupations Student Loan Program

The 2001 North Dakota Legislature appropriated \$400,000 to the North Dakota University System (NDUS) for the purpose of administering a technology occupation student loan forgiveness program. The intent of this program is to reduce student loan indebtedness for individuals who have: (1) graduated in technology-related fields, (2) completed internships for businesses located in North Dakota and (3) been employed in technology occupations in the state for one year.

Funding recipients are eligible to receive \$1,000 per year in continued loan forgiveness for each consecutive year they are employed in an approved technology occupation in North Dakota, up to a maximum of three years or \$3,000. The Bank of North Dakota is responsible for applying loan forgiveness payments for funded recipients. An eligible recipient must have a student loan from the Bank of North Dakota or other participating lender. Individuals must apply or re-apply annually for new or continued funding.

- For academic year 2003-04, a total of 126 applications were received. Of the 126 applicants, 107 new and continuing applicants were funded.
- The average student loan indebtedness of funded applicants, as reported on their applications, was \$8,442.
- A breakdown of funded 2003-04 applicants by program area follows:

Program Areas of Funded Applications for 2003-04	# of Applicants Funded
Agricultural Engineering	7
Architectural Engineering Technology/Technician	3
Biology, General	1
Business Computer Programming/Programmer	10
Business Systems Networking (LAN/WAN) and Telecommunications	4
Chemistry, General	1
Civil Engineering, General	1
Civil Engineering/Technician	1
Computer and Information Sciences, General	18
Electrical, Electronic and Communications Engineering Technology/Technician	4
Electrical, Electronics and Communications Engineering	3
Emergency Medical Technology/Technician	2
Industrial Engineering	2
Management Information Systems and Business Data Processing Services, General	18
Mechanical Engineering	4
Medical Laboratory Technician	1

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Technology Occupations (cont.)

Program Areas of Funded Applications for 2003-04	# of Applicants Funded
Medical Radiologic Technology/Technician	13
Medical Technology	5
Respiratory Therapy Technician	5
Surgical/Operating Room Technician	2
Transportation and Highway Engineering	1
TOTAL	107

- A breakdown of funded 2003-04 applicants by technology job occupations follows:

Technology Job Occupations of Funded Applicants for 2003-2004	# of Applicants Funded
Agricultural Engineers	4
Chemists and Materials Scientists	1
Civil Engineering Technicians	1
Civil Engineers	2
Clinical Laboratory Technologists and Technicians	6
Computer and Mathematical Occupations	2
Computer Control Programmers and Operators	1
Computer Programmers	17
Computer Software Engineers	7
Computer Specialists	3
Computer Support Specialists	8
Computer Systems Analysts	2
Database Administrators	1
Diagnostic Related Technologists and Technicians	13
Electrical and Electronic Installers and Repairers, Transportation Equipment	1
Electrical and Electronic Repairers, Commercial and Industrial Equipment	2
Electrical and Electronics Engineers	3
Electrical and Electronics Repairers, Powerhouse, Substation and Relay	1
Emergency Medical Technicians and Paramedics	2
Engineering Technicians, Except Drafters, All Other	3
Engineers	5
Forest and Conservation Technicians	1
Industrial Engineers, Including Health and Safety	2
Mechanical Engineering Technicians	1
Miscellaneous Computer Specialists	1
Miscellaneous Engineers	1
Network and Computer Systems Administrators	7
Network Systems and Data Communications Analysts	1
Respiratory Therapy Technicians	5
Surgical Technologists	2
TOTAL	107

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Teacher Shortage Loan Forgiveness Program

The 2001 North Dakota Legislature appropriated \$250,000 to the North Dakota University System (NDUS) for the purpose of administering a student loan forgiveness program. The intent of this program is to reduce student loan indebtedness for teaching in North Dakota at grade levels and/or in content areas identified by the Department of Public Instruction as having a teacher shortage.

Funding recipients are eligible to receive \$1,000 in loan forgiveness for each consecutive year they teach in a teacher-shortage area, up to a maximum of three years or \$3,000. The Bank of North Dakota is responsible for applying and/or forwarding loan forgiveness payments for funded recipients.

- For academic year 2003-04, a total of 248 applications were received. Of the 248 applicants, 175 new and continuing applicants were funded.
- The average student loan indebtedness of funded applicants, as reported on their applications, was \$11,180.
- A breakdown of funded 2003-04 applicants by defined shortage areas follows:

Defined Shortage Areas of Funded Applicants for 2003-2004	# of Applicants Funded
Agriculture	6
Art	3
Computer Education	18
English Language Arts	18
Health	4
Languages	4
Mathematics	19
Music	11
Science	24
Social Studies	18
Special Education Programming	50
TOTAL	175

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Doctoral Programs

In the 2001-03 and 2003-05 bienniums, the North Dakota Legislature appropriated \$60,000 each to the North Dakota University System to provide incentives for more students to obtain doctoral degrees in North Dakota. In both bienniums, the State Board of Higher Education (SBHE) authorized allocation of \$30,000 each to the University of North Dakota (UND) and North Dakota State University (NDSU) to enhance existing doctoral stipends. Also, during the 2003-05 biennium, the SBHE authorized from the Education Incentive Program line item an additional \$100,000 to each UND and NDSU to expand doctoral programs and graduates.

At UND, the funds have/are being used as follows:

- To support a summer Research Professorship Program. Last summer's funding of eight summer professorships provided 27 doctoral students with research advisors through the summer.
- To hire a doctoral program coordinator to spearhead marketing of the doctoral programs and recruitment initiatives and to work with doctoral program directors on assessment of their doctoral programs. The coordinator will ensure that the doctoral programs are high quality and nationally competitive.
- To fund a doctoral program capacity analysis. This analysis will guide the development of new and the expansion of existing doctoral programs.
- To support the development of a new interdisciplinary doctoral program track in neuroscience.
- To assist in the development of a new doctoral program in space studies that will build upon the success of UND's masters' program in that field.
- To support the development of a cooperative agreement between UND and the University of Buea in Camaroon. This agreement could become a model for developing several other exchange opportunities for their doctoral students.

At NDSU, the funds have/are being used as follows:

- To form stronger relationships with baccalaureate-granting institutions in North Dakota. These relationships will foster the goal of increasing the number of students who come to NDSU for graduate education.
- To enhance Internet access to graduate program information and allow prospective students to apply for graduate programs online.
- To expand the development of graduate courses/programs through distance delivery.
- To form stronger relationships with other baccalaureate-granting institutions in the region with the intent of tapping these sources of future graduate students.
- To develop a Users Guide to Fargo. The guide would be a companion document to a student handbook being developed for masters' and doctoral students that provides information about the Fargo area.

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Tuition Waiver Summary

Through statute, the North Dakota Legislature has mandated tuition waivers for National Guard members, State Industrial School residents, dependents of POW/MIAs and veterans, and dependents of firefighters and peace officers. The State Board of Higher Education and NDUS campuses also waive tuition for selected students, including some graduate assistants, employees, foreign and culturally diverse students, WICHE and senior citizens.

Academic Year 2003-2004 Tuition Waiver Information											
	Board						Statutory/ Board	Statutory			
	Grad Assistant	Staff Waiver	Foreign Student	WICHE	Sr Citizen	Other Cult. Diver.	Misc*	National Guard	Instit. Waiver	POW/MIA Vets Dep Waiver	Instit. Total
BSC # of Students	0	40	7	0	0	39	0	45	0	23	154
Dollars	\$0	\$12,813	\$28,808	\$0	\$0	\$56,856	\$0	\$13,257	\$0	\$31,727	\$143,461
DSU # of Students	0	93 ⁽¹⁾	126	0	1	117	0	12	4	0	353
Dollars	\$0	\$101,792	\$482,170	\$0	\$213	\$363,834	\$0	\$4,736	\$3,313	\$0	\$956,058
LRSC # of Students	0	11	33	0	1	22	0	24	0	2	93
Dollars	\$0	\$4,499	\$50,340	\$0	\$510	\$16,320	\$0	\$6,571	\$0	\$3,680	\$81,920
MaSU # of Students	0	45 ⁽¹⁾	18	0	1	36	0	0	43 ⁽³⁾	3	146
Dollars	\$0	\$25,829	\$67,385	\$0	\$751	\$91,032	\$0	\$0	\$72,512	\$3,735	\$261,244
MISU # of Students	0	55	23	0	0	97	20	24	420	14	653
Dollars	\$0	\$38,291	\$61,204	\$0	\$0	\$130,913	\$3,342	\$11,261	\$496,835	\$28,210	\$770,056
MISU-BC # of Students	0	8	0	0	1	12	0	1	19	0	41
Dollars	\$0	\$2,808	\$0	\$0	\$128	\$12,221	\$0	\$255	\$28,472	\$0	\$43,884
NDSCS # of Students	0	74	9	0	0	24	406	31	34	6	584
Dollars	\$0	\$41,542	\$36,690	\$0	\$0	\$12,800	\$322,031	\$11,607	\$6,691	\$11,821	\$443,182
NDSU # of Students	796	285	42	0	1	381	190	145	1,761 ⁽¹⁾	29	3,630
Dollars	\$4,187,564	\$288,577	\$178,597	\$0	\$422	\$648,446	\$302,945	\$82,872	\$1,283,622	\$86,555	\$7,059,600
UND # of Students	741	332	43	6	4	274	241	140	382	20	2,183
Dollars	\$2,945,851	\$313,655	\$203,358	\$102,910	\$1,577	\$744,261	\$567,275	\$88,746	\$1,194,852	\$55,431	\$6,217,916
VSCU # of Students	0	95 ⁽¹⁾	22	0	0	34	1	16	24	2	194
Dollars	\$0	\$42,353	\$79,356	\$0	\$0	\$56,280	\$2,652	\$5,003	\$57,220	\$2,652	\$245,516
WSC*** # of Students	0	27 ⁽¹⁾	13	0	0	19	0	3	1	1	64
Dollars	\$0	\$11,964	\$23,150	\$0	\$0	\$25,673	\$0	\$665	\$500	\$1,329	\$63,281
Total # of Students	1,537	1,065	336	6	9	1,055	858	441	2,688	100	8,095
Dollars	\$7,133,415	\$884,123	\$1,211,058	\$102,910	\$3,601	\$2,158,636	\$1,198,245	\$224,973	\$3,144,017	\$225,140	\$16,286,118

⁽¹⁾WSC, of the 27 students and \$11,964 reported, 13 were for employees dependent waivers for a total of \$9,157.
VCSU, of the 95 students and \$42,353 reported, 24 were for employee spouse/dependent waivers for a total of \$21,443.
MaSU, of the 45 students and \$25,829 reported, 31 were for employee dependent waivers for a total of \$19,198.
DSU, of the 93 students and \$101,792 reported, 73 were for employee dependent waivers for a total of \$91,633.
NDSU, of the 1,761 students and \$1,283,622 reported, 263 were for employee spouse/dependent waivers for a total of \$366,148.
⁽²⁾Misc. includes waivers for Board of Higher Ed student member, dependents of firefighters and peace officers, and other institutional waivers.
⁽³⁾MaSU includes waivers of out-of-state tuition based on academic criteria.

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NDUS Tuition, Fee, Room and Board Schedule

2004-05 Academic Year																	
Institution	Key*	TUITION										FEES*		ROOM ²		BOARD	
		Resident		Nonresident		SD, MT, Saskatchewan, and Manitoba		Minnesota									
		Full Time	Part Time ¹	Full Time	Part Time ¹	Full Time	Part Time ¹	Full Time	Part Time ¹	Full Time	Part Time ¹	Full Time	Part Time ¹	Double	Single	5 Day	7 Day
BSC*	a	(6)	87.63	(6)	233.97	(6)	109.54	(6)	113.00	499.82	19.63	1,345 ³	1,977 ³	2,003-10 meals 2,113-15 meals	N/A		
DSU*	a	3,040	126.67	8,117	338.20	3,800	158.33	3,406	141.92	758.72	31.61	1,260	1,785	2,080-10 meals (inc. \$200 flex cash) 2,080-15 meals	\$2,258-19 meals		
LRSC	a	2,328	97.00	2,328	97.00	2,328	97.00	3,404	141.83	736.72	24.35 ⁴	1,440	1,860	2,050-10 meals 2,200-15 meals 1,940-10 meals (brkfst & lunch)	Add'l \$375 for Sat/Sun brunch (plus 5-day plan)		
MaSU	a	3,014	125.58	8,047	335.31	3,768	156.98	3,376	140.67	1,468.92 ⁵	61.21	1,452	1,934	N/A	1,934-10 meals 2,056-14 meals 2,182-19 meals		
MiSU*	a	3,160	131.67	8,437	351.55	3,950	164.58	3,540	147.50	552.00	23.00	1,298 ³	1,946 ³	1,834-10 meals 2,034-15 meals	1,926-10 meals 2,128-15 meals 2,152-19 meals		
	b	4,180	174.15	11,160	464.99	6,270	261.23	5,494	228.92	552.00	23.00						
MiSU-BC	a	2,362	98.42	6,307	262.77	SD&MT All Canadian Provinces →		2,953	123.02	3,404	141.83	575.72	23.99	1,290	1,790	1,992-15 meals	N/A
						2,362	98.42			575.72	23.99						
NDSCS*	a	(7)	89.00	(7)	237.63	(7)	111.25	(7)	113.00	404.00	16.83	1,325	1,845	N/A	1,790-10 meals		
	g	(7)	89.00	(7)	133.50	(7)	89.00	(7)	113.00	404.00	16.83				1,840-15 meals		
	h	(7)	89.00	(7)	89.00	(7)	89.00	(7)	113.00	404.00	16.83				2,325-19 meals		
NDSU* a (8) Fall		1,991	165.88	5,315	442.88	2,986	248.83	2,238	186.50	375.86 ⁸	31.32	1,882	2,282	N/A	2,225-10 meals		
a (8) Spring		1,991	165.88	5,315	442.88	2,986	248.83	2,238	186.50	417.86 ⁸	34.82				2,495-15 meals		
b (8) Fall		2,135	177.88	5,700	474.96	3,202	266.83	2,747	228.92	375.86 ⁸	31.32				2,845-20 meals		
b (8) Spring		2,135	177.88	5,700	474.96	3,202	266.83	2,747	228.92	417.86 ⁸	34.82						
UND*	a	4,009	167.03	10,703	445.95	6,013	250.53	4,476	186.50	819.22	34.13	1,825	2,480	N/A	2,478-10 meals		
	b	4,313	179.70	11,519	479.95	6,471	269.62	5,494	228.92	819.22	34.13				2,572-14 meals		
	c	4,713	196.37	12,581	524.20	7,069	294.53	5,494	228.92	819.22	34.13				2,630-19 meals		
	d	17,507	729.45	46,741	1,947.53			19,608	817.00	819.22	34.13						
	e	8,091	337.12	11,195	466.45	11,195	466.45	8,091	337.12	819.22	34.13						
	f	7,385	307.70	10,339	430.78	9,157	381.53	7,385	307.70	819.22	34.13						
VCSU	a	3,130	130.42	8,357	348.21	3,913	163.02	3,506	146.08	1,428.47 ⁵	59.52	1,275	1,800	1,854-10 meals 2,104-15 meals	N/A		
WSC	a	(9)	79.76	(9)	119.64	(9)	79.76	(9)	113.00	506.72	19.90	1,020	1,520	1,140, 1,440 or 1,740	N/A		

* Additional fees are charged for a number of specific programs at BSC, DSU, MiSU, NDSCS, NDSU and UND. These program fees are not included in the tuition and/or fee amounts in this schedule.

** Key: a=undergraduate, b=graduate, c=law, d=medicine, e=physical therapy, f=occupational therapy, g=special rates given to NDSCS nonresident and contiguous state/province students who live on campus with a meal plan, h=NDSCS business & industry ptsp programs (with formal signed contracts) which serve multi-state areas

(Note: This schedule does not include tuition rates for all programs, but covers the major programs offered.

In addition to the rates listed in this table, other special rates exist for other student categories such as WICHE/WUE students and non-resident dependents and spouses of NDUS campus graduates.)

(1) Per credit hour for less than 12 hours per semester, except at BSC, LRSC, NDSCS and WSC (see footnotes 4, 6, 7 & 9).

(2) Other living arrangements such as married and family housing, hi-rises, mobile home parks, and 3-4 person apartments are also available on the campuses.

(3) The rates listed for BSC and MiSU represents the average single and double room rates of the dormitories. These campuses charge different rates for different dormitories.

(4) The part-time rate for fees at LRSC is based on 16 credit hours per semester, except the "Connect ND" & "NDSA" fees, which are capped at 12 credit hours per semester.

(5) Includes \$854 notebook computer fee at MaSU and \$901.75 at VCSU.

(6) BSC charges the per credit (part-time) tuition rate for all credit hours. Fees are capped at 13 credit hours per semester, except the "Connect ND" & "NDSA" fees which are capped at 12 credit hours per semester.

(7) NDSCS charges the per credit (part-time) tuition rate for all credit hours except for the 17th and 18th credits, which are at no charge. Fees are capped at 12 credit hours per semester.

(8) NDSU's tuition and fee amounts are listed at the semester (rather than annualized) rates. Room and board are listed at the **annualized** rates, however.

(9) WSC charges the per credit (part-time) tuition rate for all credit hours except for the 14th, 15th and 16th credits, which are at no charge. Fees are capped at 13 credit hours per semester, except the "Connect ND" & "NDSA" fees which are capped at 12 credit hours per semester.

* Additional fees are charged for a number of specific programs at BSC, DSU, MiSU, NDSCS, NDSU and UND. These program fees are not included in the tuition and/or fee amounts in this schedule.

** Key: a=undergraduate, b=graduate, c=law, d=medicine, e=physical therapy, f=occupational therapy, g=special rates given to NDSCS nonresident and contiguous state/province students who live on campus with a meal plan, h=NDSCS business & industry ptsp programs (with formal signed contracts) which serve multi-state areas

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Access - General

December 2004

Enrollment

The NDUS Fall 2004 headcount enrollment of 42,503 is an increase of 2.1 percent compared to Fall 2003. The total system FTE (full-time equivalent) enrollment of 34,148 is a 1.9 percent increase when compared to Fall 2003. Both the two-year and four-year institutions had combined net enrollment gains. 21 percent of the students were enrolled at two-year colleges, and 79 percent were enrolled at four-year universities. Of the 42,503 enrollments, 64.7 percent are North Dakota residents.

Number of Headcount and Full-time Equivalency Enrollments Fall 2004		
Institution	Headcount ⁽¹⁾	Full-Time Equivalency ⁽²⁾
BSC	3,546	2,625
DSU	2,479	1,907
LRSC	1,464	692
MaSU	897	713
MiSU	3,851	2,844
MiSU-BC	602	419
NDSCS	2,481	2,129
NDSU	12,026	10,073
UND	13,187	11,185
VCSU	1,033	896
WSC	937	665
TOTAL	42,503	34,148
⁽¹⁾ Number of students enrolled, regardless of the number of credits taken. ⁽²⁾ The equivalent to full-time status based upon a formula using total student credit hours enrolled.		

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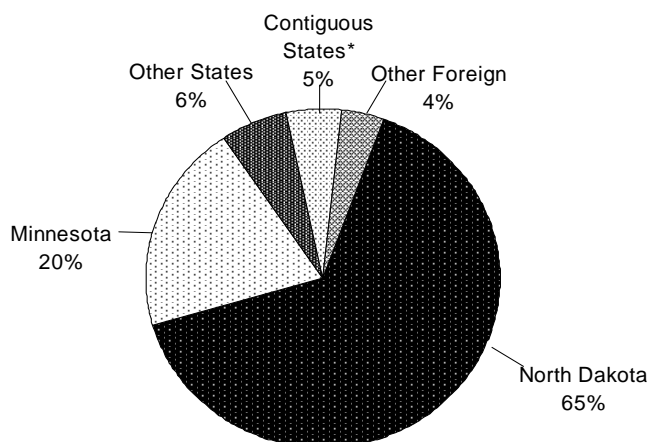
Enrollment (cont.)

Headcount Enrollment by Tuition Residency Status Fall 2004

	BSC	DSU	LRSC	MaSU	MiSU	MiSU-BC	NDSCS	NDSU	UND	VCSU	WSC	TOTALS	% of TOTAL
RESIDENT													
North Dakota	3,116	1,770	1,336	622	2,650	481	1,681	6,446	7,189	772	745	26,808	63%
ND-Military	0	0	0	0	592	36		3	51		0	682	2%
Subtotal	3,116	1,770	1,336	622	3,242	517	1,681	6,449	7,240	709	745	27,427	65%
NON-RESIDENT													
Manitoba	0	0	1	12	42	12	1	7	88	22	2	187	0%
Minnesota	42	18	44	127	21	3	525	4,022	3,503	66	6	8,377	20%
Other MHEC States	50	19	8	11	14	3	14	23	75	5	10	232	1%
Montana	33	308	3	14	133	16	71	67	179	13	127	964	2%
Saskatchewan	0	3	0	1	151	6	0	1	17	7	8	194	0%
South Dakota	27	84	4	2	13	4	144	360	239	22	10	909	2%
Other WICHE States	86	164	14	64	94	12	12	75	596	53	6	1,176	3%
Other	192	113	54	44	141	29	33	1,022	1,250	47	23	2,948	7%
Subtotal	430	709	128	275	609	85	800	5,577	5,947	235	192	14,987	35%
TOTALS	3,546	2,479	1,464	897	3,851	602	2,481	12,026	13,187	944	937	42,414	100%

Note: Information includes students in extended degree programs and students jointly enrolled through collaborative program arrangements.

Enrollment by Tuition Residency Fall 2004



*SD, MT

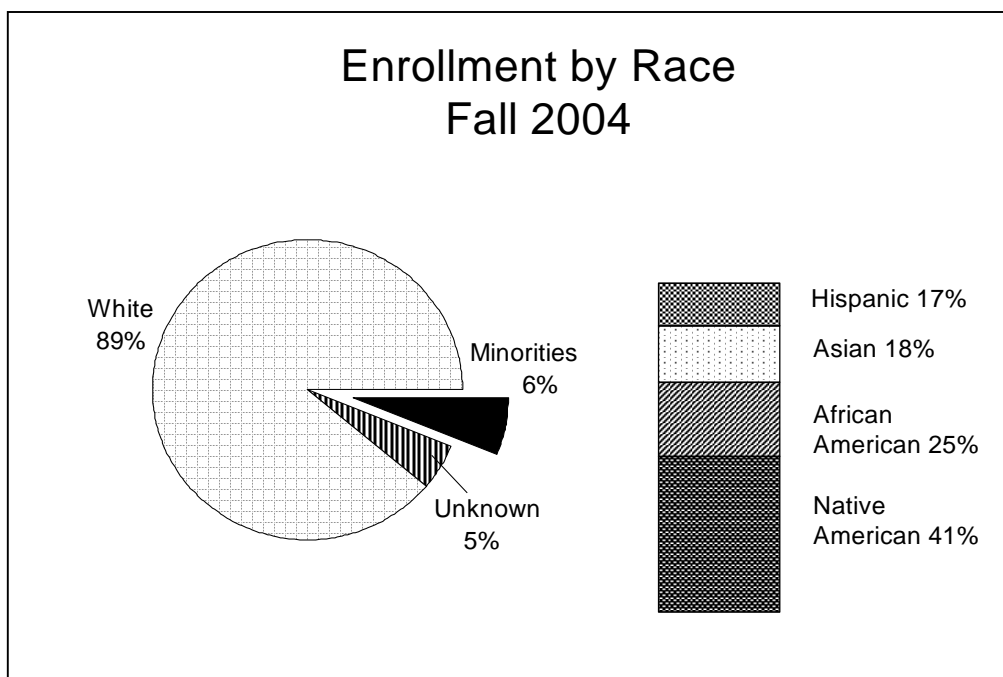
Note: Percentages are rounded

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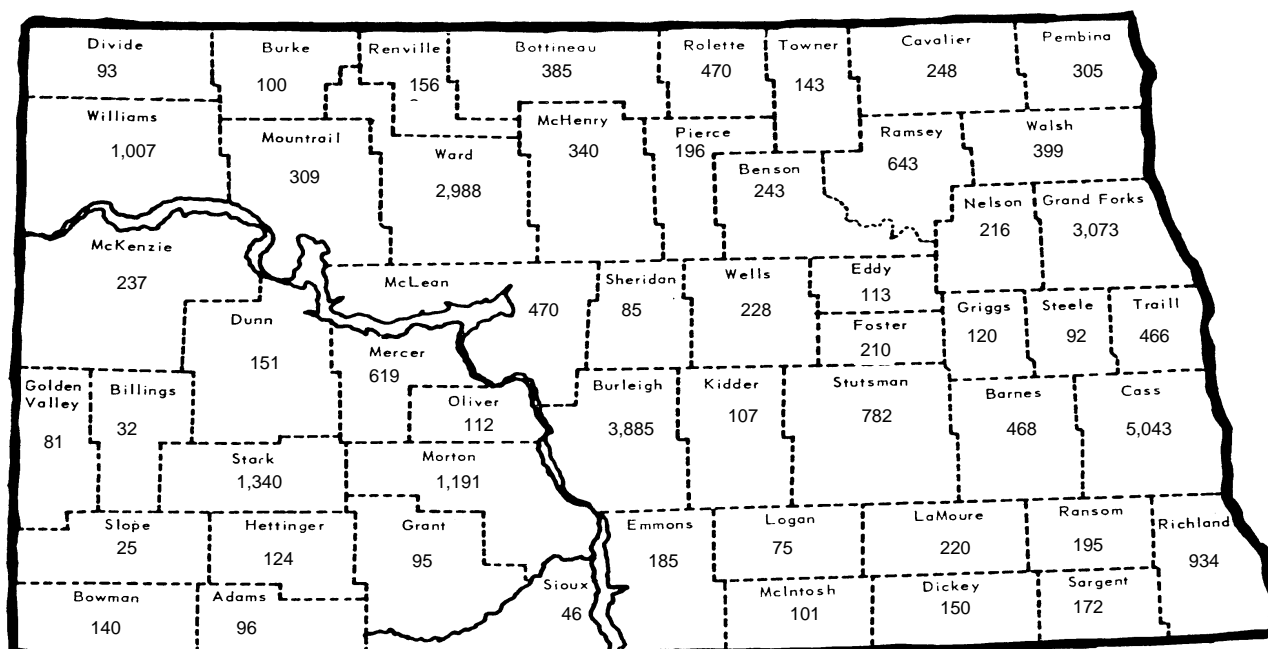
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Enrollment (cont.)



IN-STATE ENROLLMENT BY COUNTY OF ORIGIN

Fall 2004



Total Headcount = 29,704

Total includes Jamestown College and the University of Mary

FOR MORE INFORMATION CONTACT:

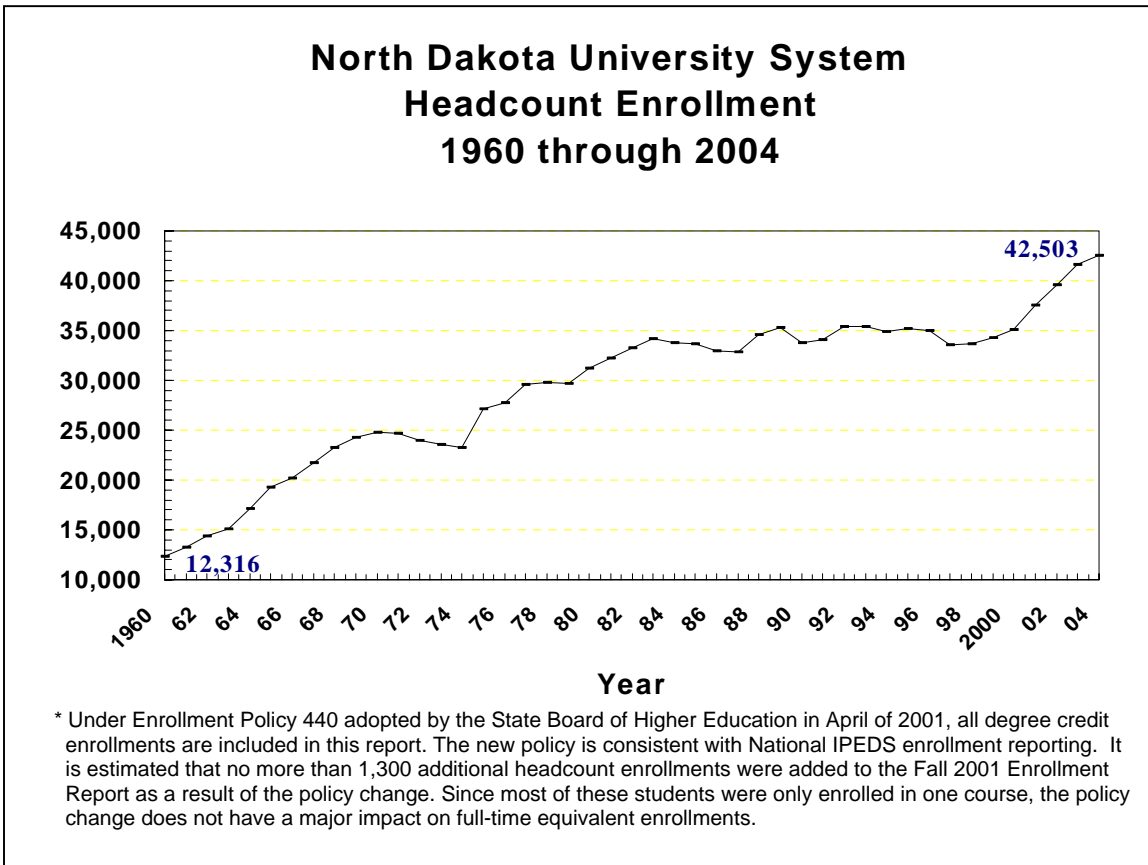
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Enrollment (cont.)

Headcount Enrollment by Age – Fall 2004 Traditional and Non-Traditional		
Institution	Traditional Age 24 and under	Non-Traditional Age 25 and above
BSC	68%	32%
DSU	78%	23%
LRSC	70%	30%
MaSU	80%	20%
MiSU	65%	35%
MiSU-BC	67%	32%
NDSCS	79%	21%
NDSU	81%	19%
UND	77%	23%
VCSU	76%	24%
WSC	62%	38%
System Overall	76%	24%

Note: Information includes students in extended degree programs and students jointly enrolled through collaborative program arrangements.



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Enrollment (cont.)

Degree Credit Headcount by Distance Delivery Methods Fall 2004					
Institution	Face-to-Face Off Campus	Correspondence	E-Learning ¹	Duplicated DE Total ²	Unduplicated DE Total ³
BSC	337	0	1,123	1,460	1,418
DSU	119	83	293	495	424
LRSC	428	0	635	1,063	1,039
MaSU	83	0	187	270	256
MiSU	466	134	1,059	1,659	1,508
MiSU-BC	48	0	200	248	244
NDSCS	206	1	318	525	495
NDSU	601	10	370	981	955
UND	91	342	743	1,176	1,148
VCSU	132	1	509	642	630
WSC	46	0	363	409	388
Total	2,557	571	5,800	8,928	8,505
¹ E-learning categories are listed in more detail below.					
² Reflects enrollments in each distance education delivery method.					
³ Reflects unduplicated headcount enrollment for total distance education.					

Breakdown of Degree Credit Headcount by E-Learning Delivery Method Fall 2004														
	Video		TV Broadcast		Prerecorded		Audio		Internet					
Institution	1-Way	2-Way	Live	Pre-recorded	Video	Audio	1-Way	2-Way	Synch	A-Synch	CD ROM	Combo <50%	E-Learning Duplicated Total	E-Learning Unduplicated Campus Total
BSC	0	95	0	0	0	0	0	0	0	1,031	0	0	1,126	1,123
DSU	0	77	0	0	0	0	0	0	0	249	0	0	326	293
LRSC	0	160	0	0	0	0	0	0	0	159	0	403	722	635
MaSU	0	102	0	0	0	0	0	0	10	49	0	0	161	187
MiSU	0	88	0	0	0	0	0	0	0	997	0	0	1,085	1,059
MiSU-BC	0	80	0	0	0	0	0	0	0	129	0	0	209	200
NDSCS	0	102	0	0	0	0	0	0	0	214	0	0	316	318
NDSU	0	0	0	0	0	0	0	0	0	370	0	0	370	370
UND	0	295	0	0	0	0	0	0	159	252	0	98	804	743
VCSU	0	8	0	0	0	0	0	0	0	97	0	434	539	509
WSC	0	111	0	0	0	0	0	0	0	270	0	0	381	363
Total	0	1,118	0	0	0	0	0	0	169	3,817	0	935	6,039	5,800*
* Reflects unduplicated headcount enrollment for e-learning delivery methods. For example, if a student is taking a video course and an Internet course, the student is counted once in the unduplicated e-learning total.														

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Access – General

December 2004

Dual Credit

Dual-credit college courses, through which students receive both high school and college credit, are authorized by the North Dakota Century Code. Any North Dakota student enrolled in grade 11 or 12 who has received permission from the high school administration is eligible for enrollment in an NDUS dual-credit course. Dual-credit students pay the university or college application fees when they apply to take dual-credit courses. Students also pay the current tuition rate along with pro-rated fees similar to those charged to other part-time students.

The college course section taught in the high school must meet the content and academic standards of the course sections taught on campus. In other words, from the NDUS perspective, the dual-credit course taught in the high school is a college course that also offers high school credit.

Full-time college faculty or adjunct instructors may teach dual-credit courses. High school instructors who teach dual-credit courses in the high schools are considered adjunct instructors of the sponsoring NDUS college or university and must meet the same criteria used to hire on-campus instructors.

Dual-credit students registered for college credit are categorized according to the way they have enrolled. Most students enroll in college courses taught by adjunct college faculty face-to-face, off-campus. Dual-credit students are included in the official semester enrollment counts.

Many dual-credit students continue their education at the campus from which they receive dual credit. For example, of the 1,113 dual-credit students enrolled at DSU from 1996 through Spring 2002, 319 (29 percent) enrolled at DSU following high school graduation. DSU found that dual-credit students tend to be good college students with correspondingly high grade-point averages (3.27 GPA).

DUAL CREDIT HEADCOUNT ENROLLMENTS						
FALL 1998 – FALL 2003						
Institutions	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
BSC	24	33	69	90	93	87
DSU	194	181	235	297	287	319
LRSC	198	363	339	428	475	416
MaSU	4	5	7	7	34	85
MiSU	12	36	56	30	23	42
MiSU-BC	7	16	11	10	26	41
NDSCS	35	8	172	16	52	154
NDSU	9	16	5	6	2	0
UND	5	3	1	1	3	2
VCSU	0	53	31	23	18	17
WSC	18	25	59	87	76	67
Totals	506	739	985	995	1,089	1,232

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Access - General

December 2004

Access – Other

Although correspondence study (course materials exchanged through the mail) and the extended campus (face-to-face instruction, off-campus) have been identified in the past as distance education initiatives, they are not delivered via an electronic technology. These two delivery models continue to meet the needs of the life-long learner and the place-bound student.

With 4,607 students in FY2004, the extended campus model continues to thrive as a valid mechanism for increasing student access. Correspondence study also continues to be a vital component of distance education with 2,326 enrollments in FY2004.

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Access - Technology

December 2004

Technology-Based Access

Distance education is a form of instruction where the student and teacher are separated by time and/or place.

Access provided via technology (IVN, satellite, Internet, etc.) provides learning opportunities for students unable to take residential classes because jobs, family or other obligations make on-campus education difficult, if not impossible.

Traditional correspondence is a form of distance education, but since it is not delivered electronically, it is not classified as technology-based distance education. This form of distance education also does not include off-campus programs or courses delivered by a faculty member who travels to a classroom away from a specific campus.

Programs and courses are delivered off site using electronic technologies such as:

- Internet
- Two-way video
- Satellite
- Video and audio tape
- Telephone
- Radio
- Television
- Desktop conferencing

The choice of a delivery mode is based upon instructional effectiveness, cost of transmission and reception, and the availability of resources to support its development, maintenance and growth. Currently, the principal electronic delivery technologies used in the NDUS are IVN, the Internet, satellite and videotape. In many cases, technologies are blended to provide multi-delivery learning environments. One example of this blending is the Space Studies Program offered via videotape and the Internet. Other programs and courses offered primarily via IVN or satellite also use the Internet for increased interactivity. A brief description of the NDUS application of the principal technologies named above follows.

Interactive Video Network (IVN): The North Dakota University System provides almost 100 IVN rooms at the 11 campuses, the University System Office, NDSU research extension centers, UND medical education centers and various outreach sites throughout the state. In 2004, nearly 4,000 students participated in 187 academic classes. (For more information about other services available through IVN, see Page 9.2.)

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Technology-Based Access (cont.)

NDUSO: The North Dakota University System Online (NDUSO) is an Internet-based system-wide collaboration for the delivery of collaborative courses, certificates and programs. From the initial associate in arts degree in 2001, there are now two endorsements, 24 certificates, four certificates of completion, 33 two-year degrees, 15 four-year programs and four graduate programs. In addition, there are more than 500 online courses. Enrollment has grown at the rate of 30 percent each year, up from 350 in 1997 to the projected duplicated enrollment of more than 20,000 in 2004-05.

Through this collaboration of the 11 NDUS campuses, a student can take courses from multiple campuses during the same semester, receive financial aid for all courses, have a single academic record and receive a single bill. NDUSO provides access to educational opportunities for the citizens of North Dakota, as well as others around the world who have access to the Internet. The NDUSO Web site provides complete information for prospective students at <http://www.nduso.org>.

ACCESS: An Internet search engine, ACCESS locates distance education opportunities throughout the University System and links to campus-specific sites for more information. In a one-year period, there were hits on ACCESS from 19 countries. ACCESS is available at <http://www.access.ndus.edu>.

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Technology-Based Access (cont.)

Programs Delivered Using Distance Education Technologies		
Certificate Degree Programs		
Administrative Assistant	Online	Williston State College
Administrative Assistant/Health Information	Online	Williston State College
Administrative Assistant/Information Processing	Online	Williston State College
Administrative Assistant/Medical Coding/Billing	Online	Williston State College
Advanced Medical Transcription	Online	Minot State University - Bottineau
Application Software Specialist	Online	Minot State University
Assistive Technology	Online	North Dakota State University
Assistive Technology Administrator	Online	North Dakota State University
Autistic Spectrum Disorders	Online	University of North Dakota
Basic Grounds Worker Skills	Online	Minot State University - Bottineau
CIS – Web Design	Online	North Dakota State College of Science
Electric Power Technology	Online	Bismarck State College
Electric Transmission Systems Technology	Online	Bismarck State College
Entrepreneurship	Online	Williston State College
Health Information Technician – Medical Coding	Online	North Dakota State College of Science
Information Processing Specialist	Online	Bismarck State College
Medical Assistant	Online	Minot State University - Bottineau
Medical Assistant	IVN	Minot State University - Bottineau
Medical Coding and Insurance Specialist	Online	Bismarck State College
Medical Transcription	Online	Williston State College
Nuclear Power Technology	Online	Bismarck State College
Office Administration – Medical Transcription	Online	North Dakota State College of Science
Office Administration – Office Assistant	Online	North Dakota State College of Science
Office Administration – Administrative Assistant	Online	North Dakota State College of Science
Office Education	IVN	Minot State University - Bottineau
Paraeducator	Online	Lake Region State College Williston State College
Power Plant Technology	Online	Bismarck State College
Process Plant Technology	Online	Bismarck State College
Reception Services	Online	Minot State University - Bottineau
Technology for Managers	Online	Minot State University
Web and Desktop Publication	Online	Minot State University
Associate Degree Programs		
Administrative Assistant	Online	Williston State College
Administrative Assistant – Accounting	Online	Williston State College
Administrative Assistant – Health Information	Online	Williston State College
Administrative Assistant – Information Processing	Online	Williston State College
Agricultural Sales and Services, Equine Management	Online	Dickinson State College
Architectural Drafting and Estimating	Online	North Dakota State College of Science

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Technology-Based Access (cont.)

Programs Delivered Using Distance Education Technologies		
Technology Computer and Software Requirements		
Associate in Arts	Online	Bismarck State College Dickinson State University Lake Region State College Minot State University – Bottineau North Dakota State College of Science Williston State College
Criminal Justice	Online	Bismarck State College
Developmental Disabilities	Online	Minot State University
Early Childhood	IVN	Mayville State University
Electric Power Technology	Online	Bismarck State College
Electric Transmission Systems Technology	Online	Bismarck State College
Entrepreneurship	Online	Williston State College
Health Information Technician	Online	North Dakota State College of Science
Human Services	Online	Bismarck State College
Information Management – Accounting Technician	Online	Minot State University - Bottineau
Information Management – Administrative Assistant	Online	Minot State University - Bottineau
Information Management – Medical Secretary	Online	Minot State University - Bottineau
Information Processing	IVN	Minot State University - Bottineau
Medical Assistant	IVN	Minot State University - Bottineau
Medical Assistant	Online	Minot State University - Bottineau
Law Enforcement	Online	Lake Region State College
Legal Assistant	IVN	Lake Region State College
Medical Administrative Assistant	Online	North Dakota State College of Science
Medical Secretary	IVN	Minot State University - Bottineau
Medical Transcription	Online	Williston State College
Message Therapy	IVN	Williston State College
Nuclear Power Technology	Online	Bismarck State College
Paraeducator	Online	Minot State University - Bottineau North Dakota State College of Science Williston State College
Practical Nursing	IVN	Dickinson State University
Power Plant Technology	Online	Bismarck State College
Process Plant Technology	Online	Bismarck State College
Bachelor Degree Programs		
Accounting	IVN	Dickinson State University
Applied Science	Online	Dickinson State University Minot State University
Applied Science in Technology	IVN	Dickinson State University
Business Administration	Online	Mayville State University
Business Administration	IVN	Dickinson State University Mayville State University
Chemical Engineering	Online/F2F	University of North Dakota
Civil Engineering	Online/F2F	University of North Dakota
Education Degree in Technology	IVN	Dickinson State University

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Technology-Based Access (cont.)

Programs Delivered Using Distance Education Technologies		
Electrical Engineering	Online/F2F	University of North Dakota
English	IVN	Dickinson State University
Mechanical Engineering	Online/F2F	University of North Dakota
Computer Information Systems	Online	Mayville State University
General Studies	Online	Minot State University
Information Systems	Online	University of North Dakota
Management	Online	Minot State University
Management Information Systems	Online	Minot State University
Nursing	IVN	Minot State University - Bottineau
Professional Communication	Online	Valley City State University
RN/BSN	Online	University of North Dakota
Social Science (composite)	IVN	Dickinson State University
Technology Teacher Education	Online	Valley City State University
University Studies	IVN	Dickinson State University
Virtual Business	Online	Minot State University
Graduate Degree Programs		
Counselor Education	IVN	North Dakota State University
Educational Leadership	IVN	UND/NDSU
Gerontology and Family Financial Planning	Online	North Dakota State University
Management	Online	Minot State University
Space Studies	Online/Video	University of North Dakota
Special Education	IVN	University of North Dakota
Technology Education	Online	University of North Dakota

Projections

The NDUS has an action plan to increase access to technology-based educational opportunities. This plan includes:

- Continue to expand collaborative course and program offering available through the NDUSO
- Implement a single learning management system for NDUS campuses
- Monitor emerging e-learning standards in the global market
- Increase awareness and utilization of reusable learning objects
- Work to enhance online-delivered workforce training opportunities
- Assess general education programs delivered via multiple institutions
- Develop partnerships with K-12 for expanding online offerings in advanced placement and dual-credit courses
- Sponsor faculty development activities and plan for increased online course/program development
- Address student services offered via online delivery
- Increase opportunities for collaborative students in the NDUS
- Begin discussions with surrounding states and regions on collaborative efforts

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Section 9 – Page 1.4

Access – Technology

September 2004

Interactive Video Network (IVN)

The North Dakota Interactive Video Network (IVN) provides videoconferencing services beyond the North Dakota University System, including K-12 schools, state government and political subdivisions.

Site growth and network usage continue to increase steadily. Currently, there are about 325 video endpoints on the state-wide network. During the past year, IVN supported nearly 18,000 videoconferences involving more than 59,000 room connections. On any given day, IVN actively supports an average of 100 videoconferences involving more than 300 endpoint connections.

IVN also expanded the state's conferencing capabilities by adding audio conferencing (telephone) and streaming services during the past year. With audio conferencing, IVN can accommodate any number of concurrent conferences involving up to 46 lines. IVN is averaging nearly 100 audio conferences a month involving about 10 callers per session. With IVN's streaming services, any interactive conference can be delivered as streamed media over the Internet, greatly increasing the potential reach of an electronic conference.

In addition to higher education's uses (see Page 9.1 for more information), IVN serves a variety of purposes:

- **Secondary Education:** The state's secondary schools account for 151 sites on the network spread across 10 different video consortia and the North Dakota Division of Independent Study. These consortia used IVN technology to deliver 359 classes to 5,378 students.
- **Meetings and Training Programs:** Meetings are a staple of the network. IVN logged an average of 50 meetings per month during the past year, greatly increasing collaboration among remote colleagues while reducing travel time and expenses. State agencies and political subdivisions are quickly implementing videoconferencing technologies, accounting for about one-half of the 68 new sites added to IVN during the past year.
- **Interstate Conferences and Non-Profit Organizations:** IVN has the capability to connect to a variety of videoconferencing delivery platforms and offers global connectivity services. This year, educational classes reached beyond North Dakota to other states and as far away as China. Non-profit organizations and groups continue to use the network to conduct meetings and educational workshops.

Success Stories

Statistical information alone does not provide the complete picture when it comes to assessing the impact video and audio conferencing provides college students, secondary students, adult learners and public sector employees across the state. These examples are just a few of the many stories that highlight the benefits of conferencing technologies:

- Videoconference equipment has become as important as beakers and test tubes in science labs at the state's five tribal colleges. Through a collaborative effort with the North Dakota University System, IVN is providing tribal college students an expanded range of science expertise, practices

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Interactive Video Network (cont.)

and knowledge. The goal of this broadened learning community is to increase student interest in science and biomedical research.

- Valley City State University and the state's K-12 music educators partnered with the Cleveland (Ohio) Institute of Music for the state's first-ever national symposium on music instruction. Conference participants returned to their communities armed with new teaching and curriculum ideas for local fine arts programs.
- Job searches for the University System chancellor, a university president and countless faculty and staff positions all relied heavily on IVN for initial interviews and follow-ups. Videoconference technologies allowed screening of candidates from as far away as Australia, providing the state with the capability of interviewing the best possible applicants worldwide.
- NASA's first Native American astronaut took time from his busy schedule to visit with North Dakota Native American middle school students in Belcourt. Extraordinary opportunities like this help maturing minds realize their potential to reach for the stars.
- The Institute of History and Art in Albany, N.Y., used IVN to deliver a series of mini-conferences aimed at improving K-12 teaching models and technologies. The sessions helped educators sort through the constantly changing landscape of classroom technology tools.
- The state's judicial system, in cooperation with the North Dakota State Hospital in Jamestown, is using IVN to conduct court testimony, hearings and medical analysis without the need for patient or staff travel. The application of video technology in this arena increases patient safety and streamlines the legal process.

Network Operations

IVN's core responsibilities encompass video and audio scheduling, bridging and endpoint support for users.

- **Technical Support** – IVN owns and maintains a cadre of university system classrooms and works closely with the state Information and Technology Department (ITD) and local coordinators to implement new videoconferencing units. IVN provides help desk and level II troubleshooting support for all certified and registered videoconferencing systems on STAGEnet. When necessary, IVN collaborates with ITD to identify and correct network problems. IVN also cooperates with Edutech to provide technical support for K-12 schools.
- **Scheduling and Bridging** – IVN uses a videoconferencing scheduling software package and five multi-point control units (bridges) to schedule multi-point video and audio events. The network currently supports 272 connection ports spread across the five bridges.
- **Training and Communication** – IVN offers a broad range of training programs and communication materials for video and audio conferencing users. The curriculum ranges from technical button-pushing to scheduling training and faculty consultations. Periodic brown-bag sessions allow for the sharing of videoconferencing ideas.

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Access - Technology

October 2004

On-Line Dakota Information Network (ODIN)

The On-Line Dakota Information Network (ODIN) provides a computer-based library catalog system for North Dakota University System libraries and other libraries in the state. Operated by the NDUS and headquartered on the University of North Dakota campus, ODIN has been online since 1989. Currently, 88 libraries and branches are members of ODIN, which also is part of a regional network linking with Minnesota and South Dakota.

Expanded Services: Access to five million items provides an important service to students and others throughout the state. Increased usage of ODIN demonstrates its success and importance to students.

Collection Sharing: The single database can be accessed in one efficient search, which greatly enhances loaning of books between NDUS libraries and other participating libraries. Books can be ordered electronically without re-typing any information.

Enhanced Library Hours: Library collections can be searched even when libraries are closed. Online databases, often containing the complete text of magazine and journal articles, also can be used even when libraries are closed. This greatly extends library services and hours.

Ease of Searches: The ease of accessing the entire database in a single search provides an effective way for libraries to purchase material without duplication. Each library can see what other libraries own, and, in many cases, what other libraries have ordered. The addition of a Web browser interface also has made searching much easier for the novice library user.

Electronic Library Reserves: ODIN provides a single point of management for an electronic reserve system that serves multiple NDUS libraries.

EBooks: Since the summer of 2000, North Dakota, South Dakota and Minnesota have cooperatively purchased and made available electronic books (eBooks) to the three-state region.

Single Site: ODIN provides for the administration and operation of a single resource site to serve each NDUS campus, which is more cost effective than each campus purchasing and operating its own software and hardware. However, the system also allows each library to make its own rules regarding the loaning of books and other library functions.

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ODIN (cont.)

Joint Database Purchases: Since 1992, ODIN libraries have jointly purchased databases of magazine and journal articles. These databases include articles about the arts, business, education, general interest, humanities, psychology, social sciences and health. ODIN libraries have continuously updated and expanded these subscriptions.

Electric Library: ODIN has negotiated a license to provide all North Dakota libraries, including K-12 school libraries, access to a collection called Electric Library. This collection has a large number of magazines, newspapers, maps, television and radio transcripts, photograph collections and other similar materials. Funding for a subscription to this service was provided by the North Dakota Legislature.

ODIN Software Nears Completion: Since 1989, ODIN has used software called PALS (Project for Automated Library Services), which was developed and supported by the Minnesota State College and University System (MnSCU) at Mankato State University. PALS provided online library services to NDUS libraries and other North Dakota libraries. However, a statewide library initiative is placing all Minnesota libraries under one system vendor, and MnSCU is discontinuing development and support of the PALS software. ODIN libraries have selected an Ex Libris program to provide the replacement software that will enable library operations to continue uninterrupted. ODIN is nearing completion of the change from PALS to the new software. Users will enjoy a state-of-the-art integrated online library system with a number of significant enhancements including improved Internet capability, user-defined view of data, the search of multiple external library catalogs and text databases, enhanced interlibrary loans, improved graphics capability and saved searches that will report new materials added to the catalog.

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Access – Technology

December 2004

Higher Education Computer Network (HECN)

The Higher Education Computer Network (HECN) is a collaborative service consortium that provides core information technology services to the 11 North Dakota University System (NDUS) institutions. North Dakota is one of very few states where all higher education institutions share an IT service infrastructure. It has proven to be a very successful model because it provides a significant level of computing and networking capabilities and support for NDUS students, faculty and staff while holding down costs. HECN also coordinates with the Information Technology Department (ITD) of North Dakota state government in use of the state network. Among other joint initiatives, HECN is working collaboratively toward a shared NDUS, state government and K-12 enterprise resource planning initiative (ConnectND).

HECN services are provided at host sites located at North Dakota State University (NDSU) and the University of North Dakota (UND). A number of committees involving NDUS staff and users meet regularly to guide HECN services and support. Services and support areas include:

- *ConnectND* applications, based on PeopleSoft software, are provided through Web services. All campuses will be using the student, finance and human resource management systems by August 2005. These components include:
 - **Student Systems:** Admissions, recruitment, student finance, student records, financial aid, campus community, portal and graduation audit
 - **Finance:** Grants and contracts, general ledger, accounts payable, purchasing, asset management and commitment control
 - **Human Resource Management Systems:** Core human resources, base benefits, payroll, recruit workforce, commitment accounting
 - **Ancillary Systems:** Facilities management, parking and housing
- Directory and e-mail service for more than 25,000 user accounts
- Domain name service for nodak.edu and other NDUS domains
- Legacy administrative financial and student systems support, which will be shut down in 2005 following completion of the transition to *ConnectND*.
- Help desk services for *Connect ND* support and general questions, problem tracking and resolutions. This is a cooperative effort between NDSU and UND to provide services to all NDUS campuses.
- High-performance computing for research and instructional use
- Hosting and maintenance of servers for research and instructional use

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Higher Education Computer Network (cont.)

- Internet2 high-bandwidth network access for research and education network use
- K-12's EduTech program administration
- Legislative Bill Tracking System development and support
- LISTSERV™ e-mail list management services
- NDUS IT security officer coordination of security development and response with campus IT security officers and handling of DMCA (copyright) violation complaints
- Site license software program coordination for all campuses and K-12, saving about \$400,000 per year
- Staff resources for special academic and/or administrative projects such as distance learning
- Training for faculty and staff in new software applications
- Virus protection software for all NDUS faculty, staff and students
- Wide-area network service coordination and planning in cooperation with ITD
- Web server for www.nodak.edu

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Access – Technology

December 2004



Statewide Implementation of PeopleSoft ERP Systems

A joint project between the North Dakota University System (NDUS) and state government, ConnectND is the implementation of PeopleSoft Enterprise Resource Planning software to replace academic and administrative computer functions, including student administration on the campuses and finance and human resource management systems throughout the University System and state government.

Project Status: Much of the project has been successfully implemented and the rest soon will be in place. The University System pilot sites – Mayville State University, Valley City State University and the NDUS Office – began implementing parts of *ConnectND* in October 2002 and April 2003. The main portion of the *ConnectND* implementation was completed on five additional campuses (Bismarck State College, Dickinson State University, Lake Region State College, North Dakota State College of Science and Williston State College) last summer. Human resource management systems and financial systems will be implemented in early 2005 at Minot State University, Minot State University-Bottineau, North Dakota State University and the University of North Dakota. Student systems on those four campuses are being phased in. That process has begun and the admissions/recruitment functions are now in place. Financial aid, student records and student financial systems will be added over the next few months.

Project Background: Higher education's current academic and administrative computer systems (CICS) were created in the late 1970s. *ConnectND* is replacing those outdated operations and expanding services for all students and employees. Recognizing that aging computer systems are a liability, the 2001 Legislature approved *ConnectND* as a joint effort between the NDUS and state government. The higher education portion of the project is financed, in part, by student fees.

The NDUS chancellor's cabinet established an executive steering committee to oversee the project. Personnel from throughout the North Dakota University System form the *ConnectND* project module teams. These teams are assisted by Maximus, an implementation company. Local implementation teams help individual campuses implement the administrative computer system changes and enhancements. *ConnectND* benefits students, employees, customers and constituency groups.

Next Steps: A 90-day post-production period will follow implementation. Later, upgrades, additional functions and self-service features will be added. NDUS committees are guiding efforts to implement related ancillary systems to bolster management of facilities, parking and housing.

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Funding and Rewards

September 2004

2004-05 Annual Budget

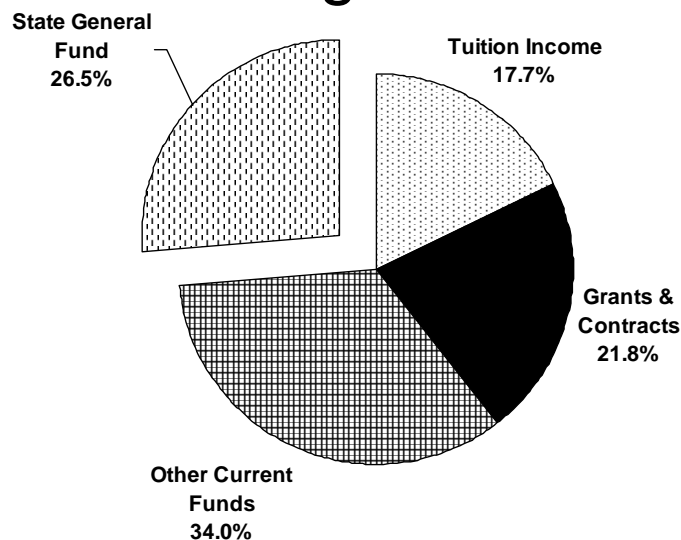
The 2004-05 North Dakota University System operating budgets total about \$760 million. About 26.5 percent of operations are supported by the state general fund. The remainder of NDUS operations are self-supporting through tuition and fees, room and board charges paid by students, and private and federal research grant and contract collections.

2004-05 Operating Budget Supported by:

Tuition Income	\$134.2 million	17.7%
Grants and Contracts	165.6 million	21.8%
Other Current Funds	<u>258.3 million</u>	<u>34.0%</u>
Subtotal	\$558.1 million	73.5%
State General Fund	<u>201.5 million</u>	<u>26.5%</u>
TOTAL	\$759.6 million ^{1/}	100.0%

^{1/} Does not include \$124.8 million in capital improvements (including 01-03 carryover) and capital projects for 2004-05.

2004-05 Annual Budget Funding Sources



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Funding and Rewards

December 2004

Summary of Facilities

The plant value of the 11 North Dakota University System campuses totals more than \$1.4 billion, consisting of more than 13 million sq. ft. in over 500 buildings.

NORTH DAKOTA UNIVERSITY SYSTEM 2005-07 FACILITIES DATA											
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		Replacement Value						Gross Square Footage			
	# Bldgs	Type I	Type II	Infrastruc- ture	Subtotal (1) - (3)	Type III	Total (1) - (5)	Type I	Type II	Type III	Total
BSC	11	\$29,499,300	\$3,257,700	\$6,661,642	\$39,418,642	\$3,367,000	\$42,785,642	332,881	38,896	43,568	415,345
LRSC	11	10,349,645	3,077,115	2,626,284	16,053,044	\$4,109,955	\$20,162,999	126,301	41,801	52,140	220,242
WSC	13	15,551,200	775,580	4,854,573	21,181,353	\$2,000,345	\$23,181,698	171,001	15,084	29,035	215,120
UND	246	175,965,770	188,376,325	79,753,000	444,095,095	\$158,959,700	\$603,054,795	1,593,447	1,624,524	2,016,325	5,234,296
NDSU	87	167,073,567	46,354,617	54,380,406	267,808,590	\$88,359,354	\$356,167,944	1,927,884	375,442	1,121,272	3,424,598
NDSCS	34	48,616,495	22,518,190	19,324,530	90,459,215	\$33,196,560	\$123,655,775	637,658	146,955	470,136	1,254,749
DSU	29	26,197,229	12,601,291	4,766,541	43,565,061	\$14,131,326	\$57,696,387	255,402	150,019	171,023	576,444
MASU	25	15,014,995	4,113,335	5,070,535	24,198,865	\$6,925,155	\$31,124,020	205,937	54,818	115,630	376,385
MISU	27	56,656,386	15,236,650	12,481,594	84,374,630	\$16,738,355	\$101,112,985	662,538	122,274	223,532	1,008,344
VCSU	29	20,793,820	8,556,395	4,105,224	33,455,439	\$9,932,085	\$43,387,524	258,857	101,412	144,870	505,139
MiSU-BC	15	8,596,945	1,147,941	1,746,138	11,491,024	\$4,823,364	\$16,314,388	131,919	11,563	66,564	210,046
TOTAL	527	\$574,315,352	\$306,015,139	\$195,770,467	\$1,076,100,958	\$342,543,199	\$1,418,644,157	6,303,825	2,682,788	4,454,095	13,440,708
Definitions: Type I & II - Academic and other administrative buildings Type III - Auxiliary buildings (i.e. residence halls, food services, etc.) This data is per the 2005-07 facilities data and infrastructure formula worksheets prepared Spring 2004 and is based upon the insured replacement values at that time. The 2005-07 capital budget request was based upon these values. The buildings at MiSU were subsequently appraised at about \$111.2 million (excluding infrastructure) or \$22.6 million higher than the values in this table.											

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Funding and Rewards

December 2004

Major Capital Project Priority List

2005-07 Major Capital Project Priority List Approved by the State Board of Higher Education						
Priority Rank	Campus/ Entity	Project Description	Source of Funding			
			State	Other	Total	Other Source
New Construction/Renovation/Addition/Infrastructure						
Ranked State Funded Projects for the 11 Campuses						
1	NDSU	Hazardous Material Handling/Storage New Construction	\$3,500,000		\$3,500,000	
2	DSU	Murphy Hall Renovation-Phase II	\$4,100,557		\$4,100,557	
3	VCSU	WE Osman Bleacher Replacement	\$250,000	\$32,000	\$282,000	Private
4	MiSU-BC	Thatcher Hall Addition	\$2,500,000		\$2,500,000	
5	LRSC	Science Lab Renovation & Multi-Use Classroom Addition	\$343,875		\$343,875	
6*	UND	O'Kelly Hall Renovation-Ireland Lab Renovation	\$3,500,000		\$3,500,000	
7	NDSCS	Electrical Distribution-Phase II of IV	\$736,000		\$736,000	
Total Ranked State-Funded Projects			\$14,930,432	\$32,000	\$14,962,432	
*If the O'Kelly Hall-Ireland Lab Renovation is not state funded, UND requests authority to proceed with the project with non-state (local) funding. This project is also included in the "Non-State Funded Projects for the 11 Campuses" below						
Non-State Funded Projects for the 11 Campuses						
	BSC	Student Apartments New Construction		\$1,800,000	\$1,800,000	Aux./ Other
	BSC	Plant Services Building New Construction		\$502,800	\$502,800	Local
	WSC	Energy and Transportation Training Center Addition		\$910,000	\$910,000	Private
	WSC	Rural Development Center New Construction		\$6,000,000	\$6,000,000	Private/ Grants/ Local
*	UND	O'Kelly Hall-Ireland Laboratory Renovation		\$3,500,000	\$3,500,000	Local
	UND	SOMHS Allied Health Facility New Construction		\$7,500,000	\$7,500,000	Private/ Grants
	UND	SOMHS Laboratory Renovation		\$2,500,000	\$2,500,000	Grant
	UND	Indoor Track Facility New Construcion		\$6,000,000	\$6,000,000	Private
	UND	Dining Center Renovation (Wilkerson and/or Squires)		\$1,500,000	\$1,500,000	Aux.
	UND	Parking Ramp Structure New Construction		\$12,000,000	\$12,000,000	Aux.

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Major Capital Projects (cont.)

Priority Rank	Campus/ Entity	Project Description	Source of Funding			
			State	Other	Total	Other Source
	UND	University Housing Replacement New Construction		\$16,000,000	\$16,000,000	Aux.
	UND	Carnegie Library Renovation		\$3,000,000	\$3,000,000	Private
	UND	American Indian Center New Construction		\$3,500,000	\$3,500,000	Private
	NDSU	Memorial Union Renovation and Addition (Addition/Renovation)		\$22,000,000	\$22,000,000	Aux.
	NDSU	Wellness Center Addition		\$12,000,000	\$12,000,000	Fees
	NDSCS	Blikre Activities Center Addition		\$368,920	\$368,920	Private
	DSU	Whitney Stadium Addition/Renovation		\$5,000,000	\$5,000,000	Private/ Local
	MaSU	Fieldhouse Entrance, Concession and Restroom Expansion		\$1,000,000	\$1,000,000	Private/ Local
	MaSU	Outdoor Athletic Complex New Construction		\$500,000	\$500,000	Private/ Local
	MiSU	Crane Hall Renovation		\$3,535,000	\$3,535,000	Private/ Local
Total Non-State Funded Projects			\$0	\$109,116,720	\$109,116,720	
Ranked State Funded Projects for the Experiment Stations and Forest Service						
1	Exp Sta	Research Greenhouse Complex – Main Station New Construction/Renovation	\$4,000,000	\$5,000,000	\$9,000,000	Private/ Grants
2	Forest Service	Seed Processing Facilities Renovation	\$65,000		\$65,000	
3	Exp Sta	Central Grasslands Headquarters Office Addition	\$250,000	\$60,000	\$310,000	Private/ Grants
Total Ranked State-Funded Projects			\$4,315,000	\$5,060,000	\$9,375,000	
Non-State Funded Project for the Experiment Stations and Forest Service						
	Exp Sta	North Central Agronomy Lab and Greenhouse New Construction		\$750,000	\$750,000	Private/ Grants
Total Non-State Funded Projects			\$0	\$750,000	\$750,000	

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Funding and Rewards

December 2004

Deferred Maintenance

North Dakota University System Deferred Maintenance – State Appropriated Facilities Only 2005-07 Campus Master Plans (as of May 2004)					
Name	Health & Safety	ADA Handicap Accessibility	Networking	Major Repairs/ Remodeling	TOTAL
BSC	\$267,672	\$110,000	\$0	\$1,398,971	\$1,776,643
DSU	1,463,084	538,294	7,201,366	1,232,615	10,435,359
LRSC	33,066	24,328	39,756	118,347	215,497
MaSU	608,900	1,094,200	26,500	7,696,960	9,426,560
MiSU	486,400	523,600	129,500	7,124,300	8,263,800
MiSU-BC	9,138	519,877	0	1,200,833	1,729,848
NDSCS	1,554,929	0	0	3,956,852	5,511,781
NDSU	766,023	1,549,882	386,500	26,081,558	28,783,963
UND	1,406,349	2,008,165	4,276,381	25,364,477	33,055,372
VCSU	897,500	570,000	30,000	6,934,417	8,431,917
WSC	40,000	22,438	60,000	1,420,500	1,542,938
ND Forest Service	51,000	44,000	0	193,000	288,000
Experiment Stations	211,600	18,105	0	1,545,555	1,775,260
* TOTAL	\$7,795,661	\$7,022,889	\$12,150,003	\$84,268,385	\$111,236,938
Notes: Major repairs consist of roofs, streets, sidewalks, parking lots, curb, gutter, mechanical systems, HVAC and electrical projects. * Deferred maintenance outstanding for all other facilities totals \$55.3 million.					

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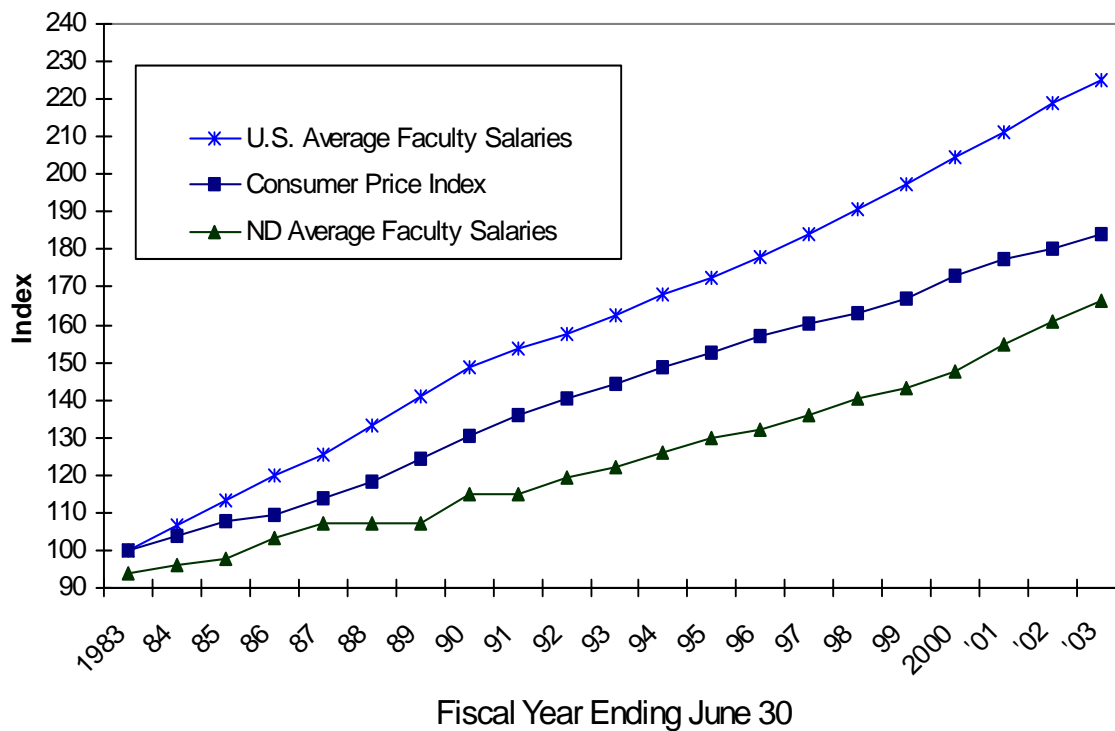
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Funding and Rewards

Salary Levels

While the average North Dakota University System faculty salary has increased at a rate greater than that of the consumer price index (CPI) and national average the last four years, it has not offset the significant gap that developed prior to that time. Holding all things equal since 1983, the national average faculty salary has more than doubled; the CPI has nearly doubled, while North Dakota salaries have increased only about 77 percent. This shows that North Dakota's average faculty salary has not kept pace with and remains well below the national average, illustrating the lost purchasing power of faculty since 1983.

Average Faculty Salary Trends and the Cost of Living



Data Sources: American Association of University Professors, *Academe*, Annual Reports
U.S. Department of Labor Consumer Price Index: July 1983 = 100

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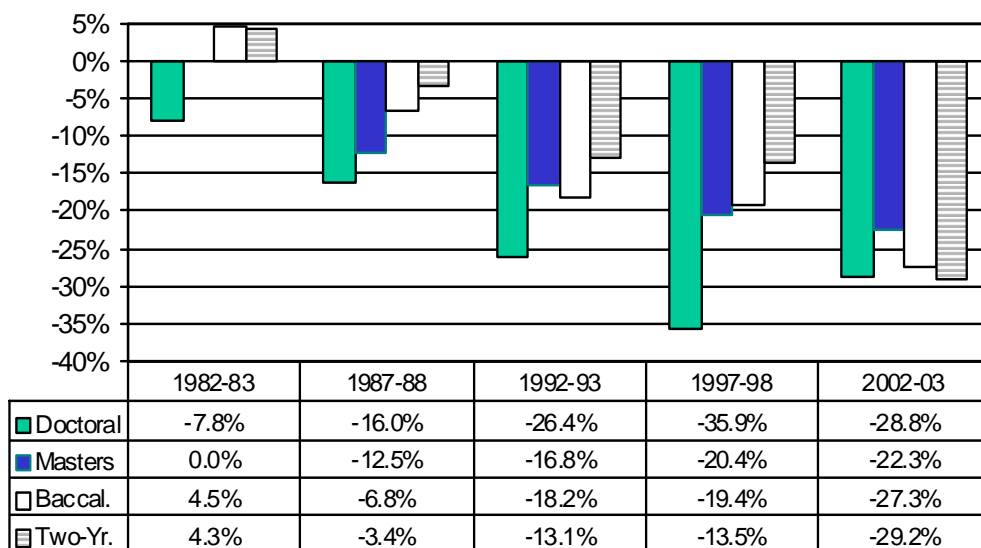
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Salary Levels (cont.)

Market Comparison

The gap between North Dakota and U.S. and regional average faculty salaries has widened significantly during the last 10 years. North Dakota faculty salaries currently lag behind their regional counterparts by 22 – 29 percent.

**Average North Dakota Faculty Salaries
Compared to Regional Markets
1982-83 through 2002-03**



Source: Information from American Association of University Professionals published in *Academe*, Annual Reports. States included: Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, North Dakota, Nebraska, Oklahoma, South Dakota, Wisconsin and Wyoming.

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Salary Levels (cont.)

In 2003, the average NDUS administrative and professional staff salaries continued to lag behind the market at all four types of institutions by up to 30 percent. Also, all broadband categories (i.e., bands 4000 – 7000) lag behind the market with average salary variances ranging from 2.3 percent to 11.6 percent (crafts/trades band).

Average Broadband Staff Salaries Compared to Job Market

		2003		
		Weighted Avg. NDUS Salary	Weighted Market Salary	NDUS % Variance to market rate
Band #	Job Family	Doctoral (NDSU, UND)		
1000	Administrative/Managerial	\$64,707	\$67,804	-4.8%
3000	Professional	39,041	41,084	-5.2%
4000	Technical & Paraprofessional	27,369	28,306	-3.4%
5000	Office Support	24,568	24,285	0.0%
6000	Crafts/Trades	31,678	34,549	-9.1%
7000	Services	19,707	20,969	-6.4%
Weighted Average		\$30,573	\$31,834	-4.1%
Band #	Job Family	Masters (MiSU)		
1000	Administrative/Managerial	\$42,905	\$52,300	-21.9%
3000	Professional	33,462	43,418	-29.8%
4000	Technical & Paraprofessional	23,092	25,456	-10.2%
5000	Office Support	19,951	25,421	-27.4%
6000	Crafts/Trades	23,576	29,383	-24.6%
7000	Services	17,753	20,413	-15.0%
Weighted Average		\$25,714	\$31,688	-23.2%
Band #	Job Family	4-year (DSC, MaSU, VCSU)		
1000	Administrative/Managerial	\$40,691	\$48,370	-18.9%
3000	Professional	28,877	36,719	-27.2%
4000	Technical & Paraprofessional	20,587	22,846	-11.0%
5000	Office Support	19,703	21,663	-9.9%
6000	Crafts/Trades	24,089	30,705	-27.5%
7000	Services	16,152	18,509	-14.6%
Weighted Average		\$24,162	\$28,669	-18.7%
Band #	Job Family	2-year (BSC, LRSC, MISU-B, NDSCS, WSC)		
1000	Administrative/Managerial	\$42,714	\$44,397	-3.9%
3000	Professional	34,323	38,846	-13.2%
4000	Technical & Paraprofessional	23,885	27,026	-13.2%
5000	Office Support	20,041	22,688	-13.2%
6000	Crafts/Trades	26,374	28,574	-8.3%
7000	Services	17,783	19,923	-12.0%
Weighted Average		\$24,850	\$27,938	-12.4%

Data Source: NDUS Dec. 2003 payroll records; North Dakota Job Service, 2003; Fargo Moorhead Human Resource Administration, 2002; College & University Professional Association, Human Resources Administrative Survey, 2000 and Human Resources Mid-Level Survey, 2000; Blue Cross Blue Shield of North Dakota Information Technology Survey, 2001; National Association of State Foresters Survey, 2000; Bjorkland Survey, 2001. Data from all surveys prior to 2003 were inflation-adjusted to 2003 with the annual change(s) in the Consumer Price Index.

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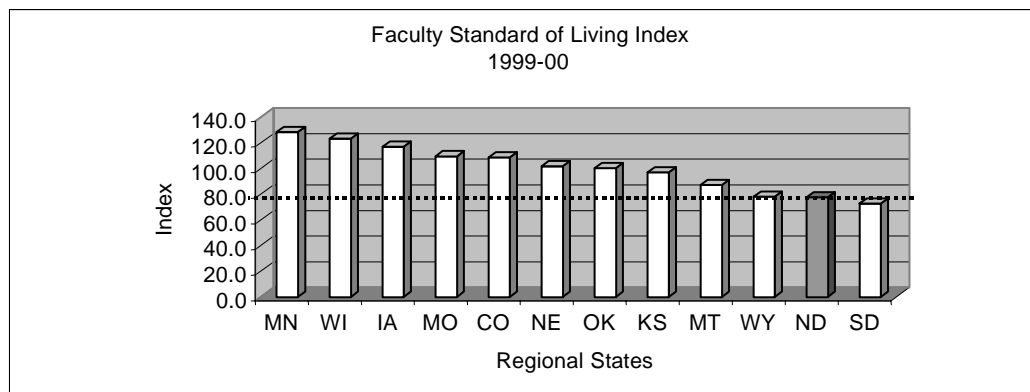
Salary Levels (cont.)

Cost of Living

Based on regional average faculty salaries, North Dakota faculty have a standard-of-living index of 77.5, compared to a regional average of 100.0. This indicates that the real purchasing power of NDUS faculty is substantially lower than the real purchasing power of faculty in other states in our region. The standard-of-living index takes into account the average faculty salary and the cost-of-living index.

Regional Standard of Living - Faculty

		Regional Avg. Faculty Salary Factor (1999-00) ¹	National Composite Cost of Living Index (Third Qtr 2003) ²	Regional Composite Cost of Living Factor (Third Qtr 2003) ³	Regional Standard of Living Index ⁴	Std. of Living Rank
Minnesota	MN	129.5	95.6	101.0	128.3	1
Wisconsin	WI	127.9	98.3	103.8	123.2	2
Iowa	IA	114.0	92.3	97.5	116.9	3
Missouri	MO	106.8	92.3	97.5	109.6	4
Colorado	CO	109.0	95.0	100.3	108.6	5
Nebraska	NE	100.7	93.7	99.0	101.8	6
Oklahoma	OK	95.6	90.3	95.4	100.2	7
Kansas	KS	95.2	92.9	98.1	97.1	8
Montana	MT	88.2	95.8	101.2	87.1	9
Wyoming	WY	85.7	104.0	109.8	78.0	10
North Dakota	ND	75.8	92.6	97.8	77.5	11
South Dakota	SD	71.7	93.5	98.7	72.6	12
Average		100.0	94.7	100.0	100.0	



¹ **Regional Avg. Faculty Salary Factor**

Indicates how the state's average faculty salary compares to the region as a whole. The regional figure is represented by the number 100.0. A factor higher than 100 indicates the state's average faculty salary is higher than average and vice versa.

Data Source: 1999-00 regional average faculty salaries for public universities from the *Chronicle of Higher Education*, 2003

² **National Composite Cost of Living Factor**

Indicates how the state's living expenses (housing, food, etc.) compare to the nation as a whole. All states are combined to develop the national average, which is represented by the number 100.0. A factor higher than 100 indicates the state's cost of living is higher than average and vice versa.

Data Source: Third quarter, 2003 MERIC Composite Cost of Living Index (www.ded.mo.gov/business/researchandplanning/indicators)

³ **Regional Composite Cost of Living Factor (composite cost of living index ÷ avg regional composite cost of living index)**

Compares each state's composite cost of living index to the average composite cost of living index for the region. The regional average is then represented by an index of 100.0. An index of less than 100.0 indicates the state's cost of living is lower than the average for the region.

⁴ **Standard of Living Index (Reg. Avg. Fac. Salary Factor ÷ Reg. Composite Cost of Living Factor)**

Compares regional cost of living to average faculty salary to derive a state's relative standard of living for the average faculty member. An index number less than 100.0 indicates real purchasing power is lower than the regional average purchasing power. Presumably, the standard of living is relatively lower for in these states and vice versa for an index number greater than 100.0.

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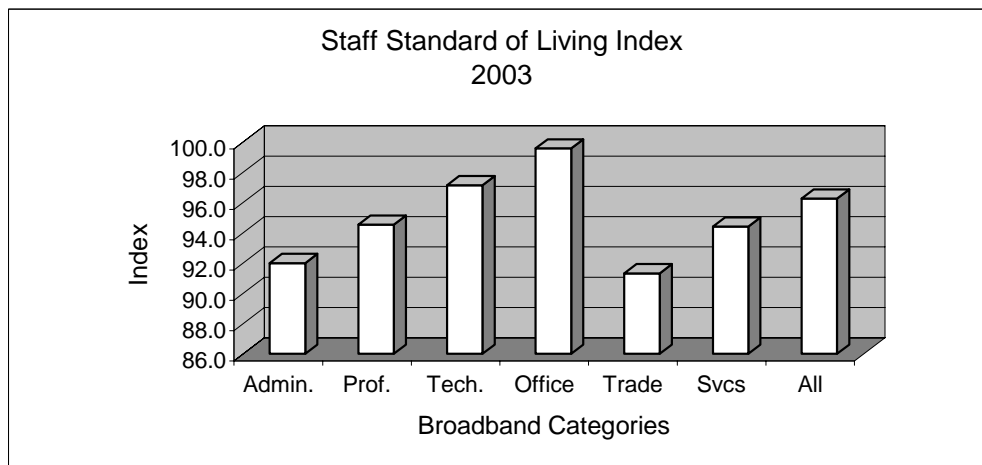
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Salary Levels (cont.)

The NDUS standard of living is derived by comparing the NDUS average salary to the average cost of living in the region (Minnesota, North Dakota, South Dakota, Montana) for similar occupations. A factor of less than 100 indicates the NDUS average staff salary is lower than the regional average for similar occupations. All NDUS staff positions have a standard of living index of less than 100. The real purchasing power of NDUS staff is lower than the real purchasing power of other comparable positions in North Dakota and the surrounding three states.

Regional Standard of Living - Staff

Broadband Category	Regional Avg. Salary Factor ¹	Regional Composite Cost of Living Factor (Third Qtr 2003) ²	Standard of Living Index ³
Admin./Managerial	90.3	98.1	92.0
Professional	92.8	98.1	94.5
Tech/Paraprofessional	95.3	98.1	97.1
Office Support	97.7	98.1	99.6
Crafts/Trades	89.6	98.1	91.3
Services	92.6	98.1	94.4
Average All Bands	94.5	98.1	96.3



¹ Regional Avg Salary Factor

Indicates how the NDUS average staff salary compares to ND, MN, MT and SD as a whole for similar occupations. The regional figure is represented by the number 100.0. An index number less than 100.0 indicates the average salary for NDUS staff is lower than the regional average salary for similar occupations.

Data Sources: NDUS Dec. 2003 payroll records; ND Job Service, 2003; Fargo Moorhead Human Resource Administration, 2002; College & University Professional Association, Human Resources Administrative Survey-2000 and Human Resources Mid-Level Survey, 2000; Blue Cross Blue Shield of ND Information Technology Survey, 2001; National Association of State Foresters Survey, 2000; Bjorkland Survey-2001. Data from all surveys prior to 2003 were inflation adjusted to 2003 with the annual change(s) in the Consumer Price Index.

² Regional Composite Cost of Living Factor (ND composite cost of living index ÷ avg regional composite cost of living index)

Compares North Dakota's composite cost-of-living index to the average composite cost-of-living index for ND, MN, SD and MT. The regional average is then represented by an index of 100.0. An index of less than 100.0 indicates North Dakota's cost of living is lower than the average for the regional area.

³ Standard of Living Index (Regional Avg. Salary Factor ÷ Regional Composite Cost of Living Factor)

Compares regional composite cost of living to average staff salary to derive relative standard of living for NDUS staff compared to the regional average. An index number less than 100.0 indicates real purchasing power is lower than the regional average purchasing power for similar occupations. Presumably, standard of living is relatively lower for NDUS staff.

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Salary Levels (cont.)

Fringe Benefits

The state of North Dakota offers a comprehensive benefit package to NDUS employees, as do other states. Using the 2003 Central States Compensation Association survey data (and normalizing average salaries), North Dakota ranks eighth in the 12-state region in the value of total benefits provided (Exhibit I). In fact, the value of the North Dakota benefit package (\$9.79 per hour) is slightly below the average for the region (\$10.43 per hour). Through deductibles, coinsurance and copayments in 2002, NDUS employees covered by a family health insurance plan paid about 23 percent of the total cost of health benefits. Through payment of monthly premiums, the state's contribution was 77 percent. North Dakota's benefit package continues to be an important recruitment and retention tool, but it does not offset the significant salary differentials for faculty and staff salaries when compared to market rates.

Regional Faculty Benefit Analysis January 2003

State	Salary Rank ⁴	Average Faculty Salary (9 months)	Hourly Faculty Salary (9 months)	Benefits Per Hour								Benefits Rank
				Holidays ²	Health Insurance ¹	Life Insurance ¹	Dental Insurance ¹	Retirement ³	Social Security	Medicare	Total Benefits	
Wyoming	10	\$50,452	32.34	1.31	3.07	0.013	0.00	4.25	2.34	0.57	11.54	1
Missouri	5	\$62,883	40.31	1.74	2.63	0.080	0.00	3.33	2.34	0.57	10.68	2
Oklahoma	7	\$56,268	36.07	1.45	2.45	0.040	0.00	3.77	2.34	0.57	10.63	3
Kansas	8	\$56,090	35.96	1.45	3.76	0.147	0.21	1.58	2.34	0.57	10.06	4
South Dakota	12	\$42,233	27.07	1.67	3.07	0.040	0.00	2.26	2.34	0.57	9.95	5
Iowa	3	\$67,108	43.02	1.60	3.08	0.013	0.13	2.17	2.34	0.57	9.90	6
Montana	9	\$51,913	33.28	1.52	2.55	0.027	0.23	2.60	2.34	0.57	9.84	7
North Dakota	(11)	\$44,658	28.63	1.52	1.77	0.002	0.00	3.59	2.34	0.57	9.79	(8)
Wisconsin	2	\$75,303	48.27	1.81	2.77	0.240	0.00	2.00	2.34	0.57	9.74	9
Colorado	4	\$64,173	41.14	1.45	1.20	0.013	0.12	3.69	2.34	0.57	9.38	10
Nebraska	6	\$59,306	38.02	1.74	1.77	0.013	0.00	2.55	2.34	0.57	8.98	11
Minnesota	1	\$76,264	48.89	1.60	2.33	0.000	0.23	1.51	2.34	0.57	8.57	12
Average		\$58,888	\$37.75	\$2.10	\$2.54	\$0.03	\$0.08	\$2.77	\$2.34	\$0.57	\$10.43	

Data Sources:

2003 Central States Compensation Association - Benefit Survey:

¹Employer paid benefits for employee-only coverage. Based on 1,560 hrs.

²Based on regional average hourly salary (to normalize the data) and 1,560 hours.

³Employer paid. Based on regional average hourly salary and 1,560 hours.

Chronicle of Higher Education, 2003 Almanac:

⁴Salary rank of 9 and 10 month faculty of public higher ed institutions - 1999-00.

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Funding and Rewards

December 2004

Long-Term Finance Plan

I. Principles

In November 2001, the State Board of Higher Education (SBHE), adopted the following statements as the board's beliefs and principles, which serve as the foundation of the Long-Term Finance Plan and resource allocation model:

We believe the:

1. Funding for higher education should be a shared responsibility of the state – through state general fund appropriations, students – through tuition, and campuses – through efficiency and generating other revenues.
2. Campuses should be encouraged to generate additional revenues.
3. Campuses should be encouraged to diversify their revenue sources.
4. Campuses, faculty and staff should be rewarded and recognized for behavior consistent with the roundtable principles (i.e. flexible, responsive, entrepreneurial, accountable and collaborative).
5. Campuses should be given the flexibility to set prices; however, the SBHE should continue to be accountable for maintaining affordability for North Dakota citizens. The board will continue to approve a base tuition rate for each campus, with campuses given additional flexibility to charge additional tuition for targeted courses/programs (e.g. high demand, high cost, etc...) and to establish tuition discounting policies.
6. Campuses should retain their current state general fund appropriations as base operating funds; and biennial appropriations should be provided to address parity or inflationary operating cost increases (i.e., cost to continue salary increases from previous biennium, operating and utility inflation, and new compensation and benefits adjustments).
7. Equity differentials, based on peer comparators, should be regularly addressed in appropriations based on agreed-upon targets (i.e. benchmark, state/student share, phased approach to reaching benchmarks) outlined in the finance plan.
8. State should make a specific investment in activities that support statewide priorities through separate initiative appropriations to the SBHE. Funds should be allocated from the board initiative appropriation to encourage and reward collaboration between campuses.
9. Campuses should be held accountable for the outcomes of the goals and objectives outlined in their campus strategic plans and roundtable campus alignment plans.

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Long-Term Finance Plan (cont.)

10. Campuses' unique missions should be recognized in establishing base operating funding, and adequate funds should be provided to maintain institutional capacity to deliver their mission.
11. Campuses should be given the flexibility to allocate resources consistent with the priorities established in their campus strategic plan.
12. The SBHE should request and the Legislature should provide dedicated appropriations for the maintenance and replacement of state assets (facilities and infrastructure).

II. Policies

A. Operating Budget

1. A biennial appropriation request will be made by the board, and appropriations will be made by the Legislative Assembly comprised of the following components in accordance with state statute approved by the 2001 Legislative Assembly in SB2003: (1) base operating budget (2) capital asset funding (3) special initiative funding.
2. Operating fund benchmarks will be established for determining funding requests and legislative appropriations for each institution using data from peer comparator institutions.
 - a. These operating benchmarks will be established on the basis of comparing unrestricted revenues: state appropriations and net tuition revenues.
 - b. The benchmarks will be established using the most recently available national Integrated Postsecondary Education Data Systems (IPEDS) data and re-established, at a minimum, every six years. In the intervening years, the benchmark numbers should be adjusted by a percentage equivalent to the changes in the national Consumer Price Index (CPI). The NDUS numbers will be adjusted for actual biennial changes in appropriations.
 - c. The following criteria were used for the selection of the peer comparators:
 - Public institutions only (deviated from this criteria for MaSU and VCSU due to the limited number of public peer comparators)
 - City size (deviated from this criteria due to the difficulty of application)
 - Carnegie classification of institutions
 - Land grant or medical school
 - Total FTE students
 - Total headcount enrollment
 - Percent part-time headcount
 - Type of degrees awarded (certif., assoc., baccalaureate, master's, etc.)
 - Degree program mix (natural science, education, business, engineering, humanities, etc...)
 - Research expenditures

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Long-Term Finance Plan (cont.)

Based on these criteria, the SBHE adopted the operating benchmarks (combined state appropriation and net tuition revenues) for each institution to be used by the board in developing biennial budget requests and by the Legislature in developing the final legislative appropriations below:

	Benchmarks ¹ established in 2001	Benchmarks ² utilized in development of 05- 07 budget request
NDSU, excluding Ag Extension and Experiment	\$10,500	\$11,903
UND, including Medical School	\$13,250	\$15,020
DSU	\$7,500	\$8,502
MaSU	\$9,000	\$10,202
MiSU	\$8,500	\$9,635
VCSU	\$9,000	\$10,202
BSC	\$7,750	\$8,785
MiSU-BC	\$9,000	\$10,202
NDSCS	\$8,500	\$9,635
LRSC	\$9,250	\$10,486
WSC	\$7,500	\$8,502
¹ Based on 1998-99 IPEDS data		
² Updated based on average annual change in CPI for 1999-00 through 2004-05		

3. Funding of institutions reflect a shared responsibility among the various stakeholders. Targets were established based on the following factors: ensuring regional access, enrollment size of campus, program type (undergraduate vs. graduate programs) and historical tiered tuition-rate structure. Recommended targets to be used in determining state general fund budget requests and legislative appropriations are as follows:

	% state	% student
UND/NDSU	60	40
MiSU	65	35
MaSU/VCSU/DSU	70	30
Two-year	75	25

4. Budget requests and legislative appropriations should be developed to first move all institutions currently below 85 percent of their peer benchmarks to 85 percent within six years and next to move all campuses below 95 percent of their peer benchmarks to 95 percent in 12 years.
5. Base funding requests and legislative appropriations should be based on the following:
 - a. Base funding continues to be provided to all 11 institutions and also should include biennial operating fund increases to address parity.
 - b. Current general fund appropriations should not be reallocated among campuses.

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Long-Term Finance Plan (cont.)

- c. A portion of increased state general fund appropriations will be allocated on a biennial basis to fund parity and to resolve equity differentials. Funding parity is the first priority. However, no more than 80 percent of all new funding should be allocated to parity, and no less than 20 percent of new funds should be allocated to equity.
 - d. Equity funds will be distributed based on a weighted average of each campus's gap differential to its peers and the agreed-upon phased approach to reaching benchmark targets (i.e., 85 percent in six years).
 - e. State general fund appropriations for any campus should not be reduced below that of the previous biennium until such time the campus exceeds 105 percent of its peer benchmark, or enrollment declines are significant enough to cause a re-evaluation of the peer institutions and establishment of a new peer benchmark.
6. The SBHE will continue to approve the base tuition rate at each campus; however, institutions should be given discretion to establish additional tuition rate charges for targeted programs and discounting policies.

B. Capital Asset Funding

1. The NDUS, in developing its budget request, and the legislature, in setting appropriations, shall continue to utilize the OMB building formula based on 2 percent of building replacement value for all buildings five years old or older, and 0 percent for buildings less than five years old.
2. The NDUS, in developing its budget request, and the legislature, in setting appropriations, shall continue to utilize the current OMB infrastructure formula.
3. Deferred maintenance will be factored into the new capital assets funding formula along with the revised building formula and the current infrastructure formula.
4. The use of the pool of dollars generated by this new combined formula will be left to the discretion of the institution (with appropriate approvals by the SBHE where required for projects greater than \$100,000). Campuses would be given the authority to allocate funds for repair and replacement priorities for both deferred maintenance and regular repair and replacement projects as determined by the campus.
5. The SBHE will continue the major capital project priority process for establishing funding priorities for major new construction and major renovation/remodeling projects.
6. The board and legislature shall phase-in the capital assets funding model to reach full funding of the buildings and infrastructure formula over a 10-year period in 2013-15 and to address the deferred maintenance backlog that currently exists over 14 years in 2017-19.
7. Campuses will be allowed to continue carrying over unspent capital asset funding from one biennium to the next in order to complete projects started in one biennium but not completed until the next and/or to accumulate funds to complete large projects that require multi-year funding.

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Long-Term Finance Plan (cont.)

8. Institutions will be required to demonstrate they have expended funds in amounts at least as large as appropriations or place funds in escrow for larger renewal projects.
9. At the time full funding is achieved, campuses will cease requiring additional capital renewal/replacement funds beyond this level except for deferred maintenance.
10. The new capital asset funding model will be applied to new state buildings built on campus, but no new operating funds will be added to the base operating budget for operating costs if the operating base is already at the benchmark target.

C. State Priority

Appropriation requests and legislative appropriations for incentive/special initiatives provided to the SBHE to support state priorities will be made equivalent to 2 percent of the total NDUS state general fund appropriation, phased-in over six years.

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Economic Development Connection

December 2004

Graduation Employment and Retention

Some of the questions most often asked of the North Dakota University System (NDUS) relate to the status of graduates and program completers of system institutions. A consortium of several state agencies known as FINDET – or Follow-up Information on North Dakota Education and Training – was formed to provide answers to those questions.

The 2004 FINDET report describes the employment status of academic year 2002 graduates one year after graduation. A total of 51.5 percent of all 2002 graduates who were located by FINDET were either employed in North Dakota or re-enrolled in North Dakota institutions one year after graduation. Based on weighted data, however, the total number of graduates remaining in the state one year after graduation increases to 56.7 percent.¹ This statistic dispels the myth that a majority of NDUS graduates leave the state after graduation.

As expected, a higher proportion of residents (defined as students who graduated from North Dakota high schools) remain in the state after graduation than non-residents. FINDET determined that 61.7 percent of 2002 resident graduates remained in the state. Again, using weighted data, the total North Dakota resident retention rate rises to 67.9 percent.²

In addition to North Dakota residents who graduated from NDUS institutions, a significant proportion of 2002 graduates from surrounding states also remained in North Dakota after graduation. FINDET located 36.3 percent of South Dakota residents, 28.5 percent of Minnesota residents and 26.9 percent of Montana residents in the state one year after graduation. When adjusted for jobs not in the state's employment database, North Dakota retains 39.9 percent of South Dakota students, 31.4 percent of Minnesota students and 29.6 percent of Montana students.

¹ According to the North Dakota Department of Labor, at any time, between 6 and 15 percent of the state workforce is employed in jobs not reported in the state's employment databases. This group includes railroad employees and some people who are self-employed, including farmers. Job Service North Dakota estimates about 10 percent of the workforce is not currently reported. This report assumes the 51.5 percent of graduates located by FINDET represent only 90 percent of the graduates who stay in the state with the remaining 10 percent employed in jobs not included in the state's employment database.

² This report assumes the 61.7 percent of the North Dakota residents accounted for by FINDET represent only 90 percent of North Dakota residents who stay in the state one year after graduation with the remaining 10 percent employed in jobs not included in the state's employment database.

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Graduation Employment and Retention (cont.)

North Dakota University System Status of Academic Year 2002 Graduates One Year After Graduation by State of Residency									
State of Residency	Graduates	Total Retained in North Dakota ^{1/}		Employed in North Dakota Only ^{2/}		Re-enrolled in NDUS Only ^{3/}		Both Employed in ND & Re-enrolled in NDUS	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
North Dakota ^{4/}	4,517	2,789	61.7%	2,115	46.8%	288	6.4%	386	8.5%
Minnesota	1,128	321	28.5%	216	19.1%	59	5.2%	46	4.1%
Montana	175	47	26.9%	30	17.1%	4	2.3%	13	7.4%
South Dakota	135	49	36.3%	39	28.9%	4	3.0%	6	4.4%
Other States	410	86	21.0%	41	10.0%	31	7.6%	14	3.4%
State Unknown	83	29	34.9%	27	32.5%	1	1.2%	1	1.2%
Total	6,448 ^{5/}	3,321	51.5%	2,468	38.3%	387	6.0%	466	7.2%
^{1/} Does not account for graduates who were in North Dakota but unemployed, employed in jobs not covered by unemployment insurance, or attending private colleges. ^{2/} Total graduates employed in ND = "Employed in ND Only" + "Both Employed in ND and Re-enrolled in the NDUS." ^{3/} Total graduates re-enrolled in NDUS = "Re-enrolled in NDUS Only" + "Both Employed in ND and Re-enrolled the NDUS." ^{4/} Includes military personnel stationed in North Dakota. ^{5/} Excludes 45 graduates for whom invalid social security numbers were reported.									

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Economic Development Connection

December 2004 Summary of Workforce Training System

- I. Situation – Changes Urgently Needed:** In 1998, a task force of 31 state leaders (see page 2.2) representing business, education and government spent six months examining North Dakota's workforce training system. Based on the examination and research results, the group concluded North Dakota's workforce training system was fragmented, underdeveloped, duplicative and incapable of meeting the current and rapidly changing workforce training needs of businesses in the state. The group also concluded major changes were urgently needed for business and industry in all regions of the state, as well as individual communities, to remain viable and competitive. A workforce training plan was developed by the Workforce Training Task Force and enacted into law by the 1999 Legislature.
- II. Origin and Purpose:** The purpose of the task force plan and the resulting legislation was to develop a responsive and effective system for the delivery of workforce training in North Dakota. At the core of the system is an infrastructure comprised of workforce training professionals (workforce training directors and managers) who contact business and industry, develop trusting and effective working relationships, conduct needs assessments and arrange training in the respective regions. The training directors and managers also work closely with other public and private higher education institutions, local development organizations, private sector trainers, vocational centers, high schools with training programs, tribal colleges, and other state and local agencies involved in workforce training in the community, region and state.
- III. Goal of Workforce Development and Training Task Force:**
To provide business and industry in North Dakota with the most competitive workforce in the nation.
- IV. Key Components of Workforce Training System:**
 - 1. Designated Service Regions** – Four workforce training regions (quadrants) were established and are defined by the boundaries of the state planning regions.
 - 2. Primary Responsibility** – The following two-year colleges were assigned primary responsibility for workforce training in each of the four regions:
 - NW Region (State Planning Regions 1 & 2) - Williston State College
 - SW Region (State Planning Regions 7 & 8) - Bismarck State College
 - NE Region (State Planning Regions 3 & 4) - Lake Region State College
 - SE Region (State Planning Regions 5 & 6) - North Dakota State College of Science
 - 3. Special Unit** – A workforce training division within each of these four colleges has been created specifically to serve the needs of business and industry. The training divisions

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Summary of Workforce Training System (cont.)

have primary responsibility for assuring employers in all areas of North Dakota have access to high-quality training that meets or exceeds their needs and expectations.

4. Local Advisory Boards

The workforce training divisions are locally-driven through private-sector local advisory boards for each designated region.

5. Financial Support

The funding mechanism for the workforce training system consists of: (1) fees from training, (2) state funds, and (3) institution in-kind support.

6. Collaborative Relationships

Partnerships with various local and state agencies involved in workforce training, with public and private education institution(s) and with private-sector training providers are an essential component of the workforce training system.

- V. Results:** The number of businesses that received training through the workforce training system increased from 518 in FY 2000 to 1,430 in FY 2004, a 176 percent increase. The number of employees who received training increased from 7,463 in FY 2000 to 7,958 in FY 2004, a 7 percent increase.

Direct training revenue paid by businesses that contracted for training through the workforce training system totaled \$1,751,687 in FY 2004. Nearly 28 percent of the businesses that contracted for training in FY 2004 requested repeat or additional training.

The level of satisfaction with training events by businesses that contracted for training was 99.3 percent. Satisfaction by employees who received training was 98.8 percent.

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Summary of Workforce Training System (cont.)

TASK FORCE ON WORKFORCE DEVELOPMENT AND TRAINING

1998 to 2001

Customized Training Network, Network Support Team:

Verlyn Fick*	Director, Outreach & Customized Training, NDSCS
Don Roloff*	Supervisor of Trade, Industry, Tech. Ed., & Custom Training, SBVTE
Eddie Dunn*	Executive Director, College Technical Education Council, NDUS

State Agencies Involved in Workforce Training:

Larry Isaak	Chancellor, North Dakota University System
Mel Olson*	State Director, State Board for Vocational Technical Education
Jennifer Gladden*	Executive Director, Job Service North Dakota
Kevin Cramer	State Director, Dept. Economic Development & Finance
Randy Schwartz*	Deputy Director, State Department of Economic Development & Finance
Carol Olson	State Director, Department of Human Services

Workforce Development Council:

Fraine Zeitler*	Director, North Dakota Workforce Development Council
Dennis Johnson	President, TMI & Chairman, ND Workforce Development Council
Jodi Uecker-Rust	Group Vice President, Great Plains Software Inc., & Member, NDWFDC

Private Sector:

Dale Anderson*	President, Greater ND Assn., State Chamber of Commerce
Roger Reiersen	President, Flint Communications & Chairman of the Board, GNDA
Dave MacIver	President, Bism-Mandan Area Chamber & BSC Bus. Advisory Council
Russ Staiger*	President, Bismarck-Mandan Development Association
John Campbell*	President, Fargo-Moorhead Chamber of Commerce

(Also represented in other categories: Dennis Johnson, Jodi Uecker-Rust, Bill Marcil, Gary Nelson, John Dorso, Tim Mathern, Merle Boucher, Tony Grindberg, Mike Gustafson, Jack Hoeven and Craig Caspers)

Governor's Office:

Bill Goetz*	Chief of Staff, Governor's Office
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Legislative Leadership:

Gary Nelson	Senate Majority Leader, ND Legislature
Tim Mathern*	Senate Minority Leader, ND Legislature
John Dorso*	House Majority Leader, ND Legislature
Merle Boucher	House Minority Leader

Vision-2000:

Bill Marcil	Forum Publisher & Past Chairman, Vision-2000 Committee
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(Also represented in other categories: Dennis Johnson, & Dale Anderson)

Board of Higher Education:

Jack Hoeven	Chairman-elect, North Dakota Board of Higher Education
Craig Caspers*	Member, North Dakota Board of Higher Education
Mike Hillman*	Vice Chancellor, Academic Affairs, ND University System
Laura Glatt	Vice Chancellor, Administrative Affairs, NDUS

Campus Presidents:

Donna Thigpen*	President, Bismarck State College, Two-Year College
Ellen Chaffee	President, Valley City State Univ. & Mayville State Univ., Four-Year College

Skills Training & Technology Center:

Tony Grindberg*	Senator, & Loaned Executive, Skills Training & Tech. Ctr.
Mike Gustafson	Director, Cass County Rural Electric Cooperative

(Also represented in other categories: Larry Isaak, Mel Olson, & Jennifer Gladden)

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*Participated in the site visit to Cedar Rapids, Iowa, and Kirkwood Community College May 13, 1998.

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Summary of Workforce Training System (cont.)

PERFORMANCE ON ACCOUNTABILITY MEASURES FOR WORKFORCE TRAINING – FY2004		
Accountability Measure		
Number and percent of businesses in the region receiving training	#	1,430
	%	5.6%
Number of employees receiving training	#	7,958
Number and percent of businesses requesting repeat or additional training	#	256
	%	27.9%
Levels of satisfaction with training events based on results provided by employers and employees receiving training	Businesses	99.3%
	Participants	98.8%
Level of satisfaction of companies with responsiveness of training provided	Businesses	99.5%
Number of referrals for training and results of those referrals (both referrals made to other sources and referrals received)	Referred	19
	Received	9
Revenue generated from training fees	\$	\$1,751,687
Source: Workforce Training Quadrants, Year-End Reports, September 2004.		

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Sustaining the Vision

December 2004

Summary of SBHE Strategic Plan

Foundation for the SBHE Strategic Plan

In the mid-1990s, many stakeholders had opinions about what higher education should be and do for the state of North Dakota. Unfortunately, those views were not in sync. There was no common vision, a clear set of expectations, or agreed-upon accountability measures.

As a result, the number one priority expressed by the college and university system presidents at the chancellor's cabinet retreat in 1998 was the need for a "common vision" and a clear set of expectations for higher education in North Dakota. There was also agreement that the major stakeholders of higher education needed to be involved in that process. The North Dakota State Board of Higher Education concurred with the priority expressed by the presidents.

The legislative leadership also came to the same conclusion; a common vision and clear set of expectations for higher education in North Dakota were needed. Subsequently, the 1999 North Dakota Legislative Assembly passed a resolution directing a study to: *"... address the expectations of the North Dakota University System in meeting the state's needs in the 21st century, the funding methodology needed to meet these expectations and needs, and an accountability system and reporting methodology for the University System."*

Twenty-one legislators were selected to be members of an interim Committee on Higher Education. This group was expanded to 61 to provide for stakeholder input and included 40 leaders from the private sector, higher education, tribal colleges, K-12 education and other state agencies, becoming what is known as the Roundtable on Higher Education.

New Strategic Plan

Implementation of the goal and recommendations of the roundtable is now a top priority for the State Board of Higher Education, the 11 campuses and the University System Office. The new strategic plan for the University System is directly linked to the goal and recommendations of the roundtable. In turn, the campuses each develop campus alignment plans annually which are specifically designed to meet the expectations expressed in each of the six cornerstones of the *Roundtable Report*. The major components of the new strategic plan include:

I. Vision

"The North Dakota University system is the vital link to a brighter future."

A brighter future for:

- Our students
- The citizens of North Dakota
- All those we serve

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Summary of SBHE Strategic Plan (cont.)

A brighter future through:

- A University System where students have the opportunity to receive the education necessary to be professionally and personally successful;
- High quality, innovative learning opportunities tailored to the needs of students and other clients and readily accessible to all learners in the state;
- The creation of strategic alliances with economic entities in the state and being a major player and primary engine in impacting the economic and demographic trends;
- A University System which is a solid investment for the state and is seen as such by its citizens.

II. Mission

“To enhance the quality of life for all those we serve and the economic and social vitality of North Dakota through the discovery, sharing and application of knowledge.”

III. Beliefs and Core Values of the NDUS

In fulfilling the mission and vision, the State Board of Higher Education will govern the institutions in the North Dakota University System in accordance with the North Dakota Constitution and state statutes and will be guided by the following beliefs and core values.

Beliefs of North Dakota University System

- We believe the most valuable asset of any state is its human capital: well-educated and highly skilled citizens, employees, business owners, community leaders, and contributing members of society.
- We believe a brighter future for North Dakota is directly linked to and dependent upon its University System. Likewise, a brighter future for the University System is linked to the economy of North Dakota.
- We believe the University System, in conjunction with the elected and private sector leadership in North Dakota, can and should take positive steps to enhance the economy of North Dakota.
- We believe depopulation is a major threat to the overall viability of North Dakota and if not addressed, with urgency, the infrastructure, quality of life, and services available to the citizens of the state will diminish.
- We believe faculty are the foundation of the North Dakota University System.
- We believe performance of the University System will be enhanced in an environment which is conducive to innovation, creativity, and flexibility – coupled with appropriate accountability.
- We believe in the implementation of education programs and curriculums to meet the needs of a culturally diverse student population and to prepare students to interact in an increasing pluralistic society.

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Summary of SBHE Strategic Plan (cont.)

- We believe the citizens and the legislature created and expect the University System to function as a system; i.e., to collaborate, whenever appropriate and feasible, in offering programs, serving students and citizens, and in providing administrative services.
- We believe the benefits of the University System can and should be available to all of North Dakota, geographically and demographically.
- We believe it is important for all the key stakeholders of the University System to adopt and apply the same set of expectations and accountability measures which were identified and agreed to by the 1999 roundtable.
- We believe it is possible to create a University System for the 21st century, as envisioned by the roundtable and further believe making it a reality will require all entities to do their part as described in the Roundtable Report.

Core Values of North Dakota University System

The core values are to be reflected in how the SBHE and all personnel of the University System carry out responsibilities on a daily basis:

- High integrity
- Open, honest, forthright and mutually respectful in discussion and actions
- Trustworthy
- Accountable
- Cooperative valued partner with other state agencies and entities
- Responsible stewards of state investment in the University System
- Scholarship and the pursuit of excellence in the discovery, sharing, and application of knowledge
- Support and embrace diversity

IV. Long-Range Goals of the SBHE

- Goal 1:** Take the leadership in ensuring key steps required for implementation of the *Roundtable Report* are taken, specifically to develop and recommend (to the legislative and executive branches): (a) a long-term plan for the financing of the NDUS; (b) a resource allocation mechanism; and (c) accountability mechanisms, both performance and fiscal.
- Goal 2:** Change policies and procedures to empower campus presidents; grant to the campuses the same conditions being sought for the NDUS.
- Goal 3:** Develop a University System which has intellectual capacity and programs aligned with the needs of the state.
- Goal 4:** Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota: (a) learning centers; (b) distance delivery; (c) collaborative delivery; and (d) duplicated programs where appropriate.

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Summary of SBHE Strategic Plan (cont.)

Goal 5: Cooperate with other participants in collectively moving the agenda of the roundtable forward.

V. Objectives

The specific objectives for achieving each of the long-range goals are listed in Section 4, page 2-3, under State Board of Higher Education Objectives for 2004-05.

VI. Campus Alignment Plans

The campuses annually develop campus alignment plans directly linked to the six cornerstones of the *Roundtable Report*:

- a. Economic Development Connection
- b. Education Excellence
- c. Flexible and Responsive System
- d. Accessible System
- e. Funding and Rewards
- f. Sustaining the Vision

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Sustaining the Vision

December 2004

Communication Plan ***A North Dakota University System for the 21st Century***

In 2001, a North Dakota University System (NDUS) communication plan was prepared in accordance with the Roundtable Report and approved by the State Board of Higher Education (SBHE). Development of this document was directed by roundtable Cornerstone Six: Sustaining the Vision.

THE NDUS communication plan was updated in 2004 with special emphasis on sustaining the roundtable momentum and communicating the board and system's 2005 legislative agenda.

One component of this plan was development of the following six key messages that are fundamental to achieving the University System's mission:

- The North Dakota University System is essential to enhancing the economy of North Dakota.
- Flexibility with accountability has unleashed the tremendous capacity of the University System; strategic investments will be needed to further realize the system's full potential.
- Public/private partnerships and collaborations are shaping North Dakota's future; continued strengthening of these relationships will benefit all of North Dakota.
- Student learning and research are integral to economic development.
- Funding the Long-Term Finance Plan is critical to the University System's core functions of student learning, research and public service.
- Funding high-quality, accessible higher education is a shared responsibility; funding sources include the state, the students and campus-generated income.

The 2004 NDUS communication plan also includes a series of desired outcomes and action steps for SBHE members, the chancellor's cabinet and the NDUS Office. It was prepared by the NDUS Public Affairs Council.

Sustaining the Vision

December 2004

Project Vital Link

Project Vital Link was launched by the State Board of Higher Education in November 2002 to attract more high school students to North Dakota University System (NDUS) colleges and universities.

This initiative was developed to supplement campus recruitment efforts by mailing information about the University System directly to high school students at their homes and by providing other information to students through their middle and high school counselors.

A publication commonly referred to as *The Viewbook* is mailed to high school juniors and seniors. This brochure provides a brief introduction to the 11 NDUS campuses, a comprehensive matrix of programs of study and key facts about enrollment, admission, the cost of college, financial aid and other important topics.

A second publication titled *Consider Your Options* is distributed to high school sophomores through their school counselors. This publication helps students plan and prepare for college and encourages them to consider educational opportunities available at the 11 NDUS institutions.

A third publication titled *Design Your Future* is distributed to eighth-grade students through their school counselors. It was created to help them make successful transitions to high school and to begin looking at college and career options. It also includes a college financial planning guide for parents. *Design Your Future* is produced in collaboration with the Department of Career and Technical Education, the Department of Public Instruction and Student Loans of North Dakota.

All three *Project Vital Link* publications are available on the NDUS Web site at www.ndus.edu.

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Sustaining the Vision

December 2004

Annual Roundtable Meeting

In its May 25, 2000, report, the Roundtable on Higher Education concluded, "It takes time to build trust and confidence." The report also said, "An opportunity needs to be created to allow understanding and trusting relationships to be built and consensus to be reached on how the University System can serve as a powerful force in helping shape the desired future for North Dakota." It was recommended that an annual roundtable meeting should be held as one of the mechanisms for sustaining the vision. The specific expectations and recommendations are presented in this section of the Resource Guide.

EXPECTATIONS/RECOMMENDATIONS

Establish a mechanism for sustaining the work and implementing the recommendations contained in this report through an annual roundtable meeting(s) for the purposes of:

- Broadening and sustaining the engagement of leaders from the private sector as well as from education and state government in addressing key issues facing North Dakota and its higher education system.
- Annually reviewing progress on the overall state of implementation of the recommendations presented in this report and subsequent roundtable meetings, and helping ensure all participants assume their share of the responsibility for implementing recommendations arising out of the roundtable.
- Providing an avenue for coordination among those parties responsible for the ongoing implementation of the intent and recommendations of the roundtable.
- Providing an on-going opportunity for the State Board of Higher Education to gather information from its various client groups about the priority needs of North Dakota and the expectations of these groups for the North Dakota University System. The dialogue at these meetings may lead to a consensus that the priority needs and expectations should be revised in agreed-upon ways.
- Developing consensus on the key accountability measures to be used in evaluating progress of the NDUS toward the high-priority expectations. It is the intent these accountability measures, as agreed upon, replace the accountability factors and expectations being developed independently by various entities.
- Keeping alive – and passing on to newcomers – the philosophy and commitment engendered at the roundtable to making North Dakota a state with a stronger economy and an improved quality of life.

IT IS FURTHER RECOMMENDED:

- Participants at the annual higher education roundtable meeting(s) be selected in such a way that they represent the diversity of stakeholders and perspectives brought together for the 2000 roundtable.

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Annual Roundtable Meeting (cont.)

- The responsibility for ensuring the roundtable meetings are held and the necessary staff work be assigned to the SBHE.
- The roundtable meetings be held in locations and with facility settings that are neutral to all participants.
- Each institution within the NDUS systematically review its mission and strategic initiatives and take steps to align them with the vision and expectations agreed upon by the roundtable participants. The vision and expectations should serve as a “driving force” at each level of the University System.

ROUNDTABLE RECOMMENDATIONS

June 15, 2004, Meeting

Following is a summary of the recommendations from the June 15, 2004, roundtable meeting. The extent of agreement by the roundtable members on each recommendation (on a scale of one to five) is included in parenthesis:

1. Review the higher education accountability measures and make changes as necessary. (4.6)
2. Identify "soft skills" needed by the private sector and incorporate the teaching of those skills into the curriculum for academic programming and into training. (4.2)
3. Develop a uniform student internship program that benefits both students and the employer and provides incentives for students & faculty. (4.3)
4. Provide funding to the SBHE to encourage and reward collaboration among higher education institutions. (4.3)
5. Continue to promote higher education centers of excellence. (4.6)
6. Market the benefits of the roundtable to the general public. (4.3)
7. Continue to provide for investments in higher education (investments which will continue to move North Dakota forward and significantly Increase the economic competitiveness of the state). (4.8)
8. Continue to emphasize the building of trusting relationships. (4.7)
9. Review the state's process regarding legislative requests for information. (4.2)
10. Integrate the vision of the roundtable into all levels of the NDUS and the general public. (4.5)
11. Continue the roundtable concept by convening a roundtable (at least the private sector) meeting before the 2005 legislative session. (4.4)
12. Continue the roundtable concept by having two meetings per year with a half-day orientation session for new members. (4.5)
13. Increase faculty representation on the roundtable by including, at a minimum, the president of the NDUS Council of College Faculties. (3.9)
14. Continue the budgetary flexibility granted to the higher education institutions by the Legislative Assembly. (4.7)
15. Allow new or expanding businesses to access the statewide information technology network for a limited period and to deliver workforce training to the more rural areas of the state. (4.2)

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